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ABSTRACT

The manual provides an overview of issues associated with policies and practices in behavior management techniques. Legal, ethical, and programmatic issues are addressed in the first chapter which reviews pertinent court cases and focuses on the implications of punishment for behavior change. Section 2 contains suggestions for developing, implementing, and evaluating local policy for the use of behavioral management techniques. General principles for behavior management programs are addressed in section 3 which also contains information on the role of assessment and a review of selected behavioral change procedures from positive to highly aversive procedures. Extensive appendixes include sample policy statements and forms and a bibliography/resource list. (CL)

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Suggestions For The Use Of Selected Behavioral Management Techniques

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INTRODUCTION

Originally the committee was charged by the Indiana Council of Administrators of Special Education and the Division of Special Education, Indiana Department of Education, with developing a resource manual for guiding the use of timeout rooms in special education settings. As the committee members explored the issues relevant to the use of timeout procedures, it became obvious that it was difficult to isolate discussion to that particular topic. Thus, the committee members altered their plans and chose to focus on the broader spectrum of issues and practices related to the use of behavior modification/behavior management techniques.

In the opinion of the committee's members and other professionals, the development and implementation of management and behavioral change procedures are among the most difficult decisions special educators make. Political, legal and ethical concerns often compound the decision making process. It is the purpose of this manual to provide special education directors, program administrators and teachers with suggestions and information to assist in making decisions regarding the procedures and activities involved in modifying the behaviors of handicapped children.

This manual addresses three primary goals. The first is to provide a workable conceptual foundation from which local school corporations can develop defensible policies and procedures. Secondly, the manual is designed to offer fundamental guildelines for establishing systematic procedures and utilizing effective professional practices. Most importantly, the concepts and suggestions presented herein are generated to stimulate thought and encourage questioning around the use and non-use of behavioral techniques in changing handicapped children's behavior.

It is the hope of the committee that this manual will be a useful resource as special behavioral programs are developed to effectively assist handicapped children in reaching their potential.

SECTION I

LEGAL, ETHICAL AND PROGRAMMATIC ISSUES

In order to meet the purpose of this manual, it is necessary to address the range of behavioral procedures most often utilized within the context of behavior management in school settings. For the purpose of this manual, behavioral modification techniques should be considered as those techniques which have been derived from learning theory and applied behavioral analysis. The findings of empirical research, both in the laboratory and in various applied settings will be referenced, as applicable. The systematic application of these procedures is discussed because there is evidence to demonstrate that many handicapped children's ability to function at and develop to his or her full potential is influenced by appropriate use of behavioral techniques. These guidelines address behavioral procedures only and are intended for use by program administrators who implement or are considering the implementation of behavior modification, behavior therapy and/or behavioral procedures in any of their varieties. The suggestions are not intended to regulate or otherwise sanction the use of behavioral modification procedures. They are, however, presented as a means for increasing professional accountability, assuring the protections of handicapped children and improving instructional environments.

When reviewing procedures and research pertaining to behavior modification it is unusual not to find reference to the legal, ethical and clinical issues that impact upon the usage and effectiveness of the techniques. Thus, a review of information pertaining to these issues is necessary as a backdrop for discussing administrative procedures and best practices in the field of behavior modification. It is imperative that the questions raised through discussion of pertinent issues not be pushed aside because it is through review and questioning that our practices are refined, challenged and, if necessary, defended.

The use of behavioral modification in the classroom setting has not been specifically litigated; however, the legal implications for such procedures may be gleaned from a review of cases pertaining to other settings. It is imperative that administrators and local school boards hold an awareness of these findings because court decisions often become benchmarks for determining acceptable practices. The following findings and comments are offered as a review of the cases most often referenced when discussing behavioral change and management.

Wyatt v. Stickney, 344 F. Supp. 373, 344 F. Supp. 387 (1972)

Both mentally ill and mentally retarded residents of Partlow state institution were the plaintiffs in this case. The court interpreted residents rights to treatment as including a right to be free from isolation and physical restraint. "Except for emergency situations, in which it is likely that patients could harm themselves or others and in which less restrictive means of restraint are not feasible, patients may be physically restrained or placed in isolation only on a Qualified Mental Helath Professional's written order which explains the rationale for such action. The written order may be entered only after the Qualified Mental Health Professional has personally seen the patient concerned and evaluated whatever episode or situation is said to call for restraint or isolation. Emergency use of restraints or isolation shall be for no more than one hour, by which time a Qualified Mental Health Professional shall have been consulted and shall have entered an appropriate order in writing. Such written order shall be effective for no more than 24 hours and must be renewed if restraint and isolation are to be continued."

The court also ruled that "No resident shall be subjected to a behavior modification program which attempts to extinguish socially appropriate behavior or to develop new behavior patterns when such behavior modifications serve only institutional convenience." In addition, "Behavior modification programs involving the use of noxious or aversive stimuli shall be reviewed and approved by the institution's Human Rights Committee and shall be conducted only with the express and informed consent of the affected resident, if the resident is able to give such consent, and of his guardian or next of kin, after opportunities for consultation with independent specialists and with legal counsel. Such behavior modification shall be conducted only under the supervision of and in the presence of a Qualified Mental Retardation Professional who has had proper training in such technique."

Knecht v. Gilman, 488F.2d. 1136 (8th Cir. 1973)

Mental patients were involuntarily administered a drug to induce vomiting for up to an hour as part of an aversive behavior change program. Offenses which provoked this treatment included swearing and not standing when told. Testimony conflicted whether "behavior modification by aversive stimuli" was an acceptable approach or whether it was an effective one. The federal appeals court noted that calling the procedure "treatment" did not insulate it from Eighth Amendment scrutiny and held that it was cruel and unusual punishment unless it was voluntary. The court would allow such treatment only after written consent with an opportunity for the patient to withdraw his consent at any time.

Morales v. Turman, 383F.Supp. 53 (E.D. Tex. 1974)

This case extends the right to treatment to juveniles. Several youths in the Texas juvenile justice system complained that the only justification for their incarceration was to be rehabilitated and that since treatment was nonexistent they must be released. The federal district court went farther than most courts in defining what treatment requires. Basically that includes an actual treatment program geared to the individual: "It is not sufficient for defendants to contend that merely removing a child from his environment and placing him in a 'structured' situation constitutes constitutionally adequate treatment....Nor do the Texas Youth Centers' sporadic attempts at...'behavior modification' through the use of point systems rise to the dignity of professional treatment programs geared to individual juveniles."

Treatment also requires adequately trained and supervised staff. The court suggested that placing juveniles in unsupervised hands of unsuitable staff may be cruel and unusual punishment. The court suggested that many of the treatment techniques were sufficient deprivations of liberty that they required due process before being attempted. However, it noted that some behavior modification techniques, such as time-out for less than one hour, are slight enough deprivations that they do not require due process procedures.

Morgan v. Sporat, United States District Court, S.D.Mississippi, April 18, 1977 (432F.Supp. 1130)

Class action was brought on behalf of students at a state institution for delinquent boys challenging conditions of confinement at the institution. The student's progress in the program was dependent upon a phase system which was based entirely on their avoiding unacceptable behavior. The experts concluded that a negative focus inhibited rehabilitation because while negative (aversive) programs may stop behaviors for a time, the effect may disipate when controls are lifted. They also found that negative controls which are related to specific behaviors may not have transferable impact on other behaviors. A focus on negative behaviors appeared to negatively affect the student self-worth. The experts agreed that behavior modification techniques, even if properly applied, cannot substitute for inadequate staff programs (i.e. counseling, education, vocational training and recreation). If program elements are deficient, then the addition of behavior modification approaches will not create an adequate treatment program.

Celistine v. Lafayette, (LA.) Parish School Board (1973)

This case originated when a teacher utilized "negative practice" technique to deal with two children's use of "very vulgar words". The students were assigned to write the word one thousand times. The teacher was requested to resign or be fired for the action. The teacher challenged the dismissal. The court upheld the school's right to dismiss the teacher. The court noted "it is true that neither the School Board nor the Superintendent had even forbidden the teachers from using the form of punishment used by the plaintiff. The teacher was not dismissed because of the <u>form</u> or <u>method</u> of disciplining students...he was dismissed because of <u>poor judgment</u>...It was the bad judgment, or incompetency of the teacher in requiring that a vulgar word be used that brought about his dismissal. It is not merely his selection of a form or method of punishment."

In Indiana, legal guidelines pertaining to the use of behavior modification procedures are not specifically delineated; however, the aforementioned decisions are evidence that judicial monitoring of behavior procedures is probable and possible. The decision to develop policies and/or guidelines pertaining to the use of specific behavioral modification procedures should also be influenced by the following questions: Are local school boards and community representatives aware of and approving of the procedures? Would the procedures appear "reasonable" if they were challenged before the courts? The decision to develop local guidelines should take into account the extent to which different community standards interact with the professional opinions regarding the practice and effectiveness of such procedures. This decision also becomes a means for exploring the interrelationship between behavior change efforts and student's rights.

Protecting student's rights against arbitrary judgments of others is a complex matter. Both the goals and methods of behavior change procedures must respect the rights of the individual student. This means that all educational programs and behavior of all personnel at all times must respect the basic human dignity of the special education student. Demeaning actions, in the name of change, which degrade the student's dignity must not

be tolerated. Some handicapped students may not comprehend that their due respect and dignity are possibly being violated. Programs designed to manage or change their behavior must be closely scrutinized as to their fairness by the program administrator, teacher and parents of students. If behavioral procedures are to be employed, they must be of benefit to the student and not simply for the convenience of the programmer or teacher.

Misconceptions of behavior modification have raised criticism regarding the appropriateness of using certain techniques. By some, behavior modification is thought to be superficial technology that is controlling and mechanistic. It is often believed to be dehumanizing and abusive because some consequences may be pain producing. In addition, it is often asked, can the ends justify the means? Comments of this nature indicate that cultural values are impacted upon when behavior modification techniques are employed. It behooves practitioners to recognize that behavior modification techniques are vulnerable to criticisms, but that criticisms can be minimized if certain principles and questions are addressed by administrators and program implementors. The following questions are offered to assist in structuring a philosophical position regarding the use of behavioral modification techniques:

1. To what degree and under what conditions is the shaping and modification of behavior sanctioned?

2. Have the procedures been reviewed by other professionals?

3. Are the procedures consistent wth current literature and research?

4. Is documentation available to demonstrate that certain techniques have increased appropriate behaviors and decreased inappropriate behaviors?

5. Have alternative interventions and procedures been attempted and found ineffective?

6. Are the goals and objectives related to the student's behavior developed to reflect his values and needs?

7. Has the potential value of successfully modifying behavior been weighed against the probable consequences of aversive or other technical procedures?

8. Are the long range effects of the procedures known and considered when programmatic decisions are being made?

9. Have professional staff determined which types of behaviors justify the use of aversive techniques?

10. Does the local and school environment support the use of behavioral modification procedures?

11. Are the professional staff qualified to design, implement, monitor, and evaluate the use of a range of behavioral modification procedures?

It is important to realize that there is not a single answer to the questions associated with the use and non-use of certain behavioral management procedures. The responses are best considered as "baseline data" from which discussion and policy development ensue.

In addition to discussing the impact of legal and ethical issues when developing policy, it is necessary to consider the clinical and programmatic effects of using behavioral modification procedures in school settings. The effects of these procedures are reviewed in a growing body of research evidence that has accummulated since the early 1960's. The available evidence suggests that behavior modification procedures can effectively decelerate maladaptive behaviors and in some cases, accelerate adaptive behaviors of handicapped children. The research not only analyzes the relative effectiveness of different procedures, but also identifies the conditions under which a particular procedure is contra-indicated, the negative side effects that may be associated with a procedure, the efficiency of the procedures, and the clinical benefits that can be expected for the student.

For this discussion the research regarding the use of punishing procedures will be reviewed. The data examining and detailing the use of positive procedures will not receive major attention in this section. It should be noted that in the majority of cases, positive reinforcement should be used in combination with punishing procedures when they are used so that desirable behaviors can be learned. A focus on punishment procedures is more relevant at this time because those procedures are more likely to be misapplied and their use generally creates more controversy. In addition, classroom observation indicates that often when handicapped students display excessive problem behaviors (e.g. self-stimulation, disruptiveness, non-compliance, tantrums and aggressiveness) that many special educators may use unsystematically various punishment procedures (e.g. reprimands, removal of privileges, detention, timeout and physical punishment). Misapplication of behavior reduction techniques may produce temporary or incomplete results, often increasing problem behavior and undesirable side effects (Rutherford, 1978). Systematic application of procedures and an awareness of the research minimizes trial and error approaches and increases efficiency.

Researchers have long debated whether punishment suppresses, weakens or eliminates behavior. Practitioners sometime overlook the possibility that, if used improperly, punishment can: reinforce other problem behaviors, suppress desirable behavior, develop stereotypic responding, evoke escape and avoidance behaviors, produce emotional reactions, incite aggression and teach aggressive behavior through negative modeling (Azrin and Holz, 1966; Baer, 1971; Bandura, 1969, 1977; Johnston, 1972; Solomon, 1964; Walters and Grusec, 1977). A successful intervention involving punishment requires the professional to carefully analyze and monitor behavior, to develop a treatment environment that reinforces and cues appropriate behavior, to control competing variables, and to continuously monitor treatment effects (Polsgrove and Reith, 1983).

Reduction of problem behavior has been accomplished with a variety of punishers including shock, slapping, noise, timeout from positive reinforcement, response cost, extinction, overcorrection and verbal reprimands (Rutherford, 1978). As most applied studies primarily have addressed the general effectiveness of selected behavior reduction techniques, it is difficult to conclude what single technique reduces specific behaviors or particular populations of children under specific conditions.

There are serious limitations, however, in applying punishment at maximum intensities in natural school settings. Use of maximum intensity punishment for relatively minor problem behaviors (e.g. failure to raise hands before speaking or to follow directions) might result in rebellious students, outraged parents or other undesirable side effects.

Walters and Grusec (1977) suggested that the use of punishment must be guided by reason..."obviously some degree of effectiveness must be traded for a reasonable degree of moderation in intensity" (p. 223). In applied settings it is often difficult to determine "reasonable" punishment levels due to the complexity of treatment methods and outcomes. Actually, some punishers (e.g., timeout) may be more effective when used at lower intensities (Gast and Nelson, 1977). Clearly more research is needed before conclusions can be made regarding the ideal intensity of punishment when used in school settings.

The effectiveness of punishment depends largely on a complex set of situational variables. Results from basic research indicate that for punishment to be effective: (1) the individual should be unable to escape from the punishing stimulus; (2) the punishment should not be associated with reinforcement of the punished behavior; (3) access to alternative sources of reinforcement for the punished behavior should be eliminated; and (4) the individual should be able to produce alternative responses to the target behavior which is reinforced (Azrin and Holz, 1966). The success of punishment in the school environment may depend as much on the management of situational variables as on the particular procedures that are used. It is unlikely that the level of control required for effectiveness could be attained in the school setting. Often, procedures are implemented to reduce the immediate problematic behavior without regard to the possible negative and/or long term side effects. For example, extinction is most useful when the target behavior is not harmful to the child or others, when the behavior is not intrinsically reinforcing (e.g., self-stimulatory behavior), when the reinforcers of a target behavior can be identified, and when there is little danger that peers will model the problem behavior. Under extinction, the target behavior typically intensifies at first then gradually decelerates (Skinner, 1953). Withdrawal and aggressive behavior frequently accompany this behavioral change. Practitioners should consider these characteristics to avoid misapplication of this procedure.

Timeout is another complex process and depending on what type is administered, may involve loss of reinforcers, punishment of ongoing behavior, extinction of aberrant behavior, and negative reinforcement of appropriate behavior (Polsgrove, 1982). The effectiveness of timeout may depend on procedural and setting variables. The type of timeout, the duration of timeout, the availability of a warning, the method of application, the schedule and the removal procedures all affect outcomes of this procedure (MacDonough and Forehand, 1973). Timeout effectiveness is also influenced by a number of setting variables. Some possible side effects of timeout include aggression, resistance, suppression of appropriate behavior and the public and legal sanctions (Gast and Nelson, 1977; Nelson and Rutherford, 1983; Sulzer-Azaroff and Mayer, 1977).

Another example of a procedure that is noted to have varying side effects and effectiveness is physical punishment. Physical punishment is often considered for use with severe destructive, self-injurious, aggressive and antisocial behaviors, which require immediate and long-lasting reductions in behavior. Methods of physical punishment include electric shock, paddling, slapping, noise, and hair pulls. Because this prodecure produces pain and potential negative side effects, there are a number of ethical, legal and technical considerations for administering it (Kazdin, 1978). Over the last decade or so, a number of applied studies have evaluated the use of physical punishment with institutionalized children. However, no studies have systematically evaluated the effects of physical punishment with moderately and mildly handicapped children in non-institutional environments. its continued use appears to be based largely on historical precedent rather than on empirical information (Rutherford, 1978; Wood and Lakin, 1978; Polsgrove and Reith, 1983).

Currently, there is only general documentation concerning the effectiveness of different punishment strategies reported in the applied literature. Whether timeout, response cost, physical punishment, or any other behavior reduction procedure "works" or not may depend as much on subject, setting, procedural variables, and desired outcomes as on the particular technique employed. A review of applied research studies often gives the impression that background variables were as responsible for the observed outcomes as the particular technique under investigation. A large research void exists concerning such basic issues as how the timing, scheduling, type and intensity of punishment affects children's behaviors in applied settings (Polsgrove and Reith, 1983).

Rutherford and Neel (1978) have identified nine possible limitations of punishment that have appeared in the literature pertainint to the effect of punishing. These limitations include: (1) punishment may suppress the behavior in all situations when suppression is desired only in a specified setting or behaviors related to the one punished may be inadvertently suppressed; (2) punishment may elicit adverse emotional behaviors; (3) punishment may only affect the child's behavior in specific situations and then only temporarily; (4) punishment may elicit avoidance and escape behaviors; (5) punishment does not eliminate the reinforcement the child may continue to receive from the performance of certain maladaptive behaviors; (6) punishment may become very reinforcing to the punisher and thus may increase markedly; (7) punishment provides an aggressive model for the child; (8) punishment may result in aggressive reactions by the child who is punished; and (9) punishment may spill over to affect peers' behaviors. <u>These cautions should be addressed before estsblishing punishing procedures.</u>

Because of the limited database, it cannot be determined which punishment strategies would be more or less effective with different problem behaviors under various conditions. In reality, the choice of a strategy in a given situation often depends more on the ease of administration of a technique, preferences of behavior managers, situational variables, and clinical judgment than on empirical evidence. There is no evidence available concerning either the effectiveness or appropriateness of physical punishment with handicapped children. Given the limited knowledge

concerning physical punishment, its undesirable side effects, its potential for misuse, and the array of effective alternative strategies available, special educators should employ this and other punishing interventions only for reducing behavior that has extremely negative outcomes for the child or others and only after other procedures have failed (Polsgrove and Reith, 1983).

The aforementioned factors should not be viewed in isolation when making decisions regarding the use of aversive techniques for behavior change. The legal, ethical and programmatic issues are interrelated and should be given equal consideration when developing policies and for guidelines for using behavioral procedures.

SECTION II

POLICY CONSIDERATIONS

AND

ADMINISTRATIVE PROCEDURES

This section includes suggestions for developing, implementing, and evaluating local policy for the use of behavioral management techniques. It should be understood that this section is **NOT** intended to be used as a "cookbook" approach by local school corporations and/or special education cooperatives. The purpose is to provide a concrete list of suggestions and precautions, and steps to be considered in the development of a behavioral management policy. Each local situation is unique; thus, each policy must be designed to meet the needs of that particular school corporation, cooperative, joint services unit, etc.

Components of a model policy and/or guideline should include: rationale for developing policies for the use of behavioral management techniques; clarification of the behavioral management techniques which have been approved by the school board, governing board and/or advisory council; and relevant local, state and federal laws, regulations and court decisions. These guidelines should also include specific topics for in-service training for school and community personnel.

The first consideration should be to identify a need for developing a local policy. The purposes for developing local policies include providing consistency throughout the special education programs; guarding against legal liability; providing a safe environment for students and staff; informing and encouraging support from administrators, school staff and community; and insuring quality practices in the use of behavioral management techniques. To identify the need for developing local policies, it is necessary to obtain feedback from administrators, school staff and community; to review litigation which challenges current practices, and to review current usage of behavioral management techniques and students' programs. If inconsistencies and concerns are found during this review, there is evidence that policy development is necessary.

The purpose of establishing a local policy committee is to develop policies for using behavioral management techniques in special education programs. This committee should include representatives from special education administration and regular education administration. This committee should also include special education teachers, school psychologists, behavioral consultants and parents of handicapped children. Each committee member should have specific roles and responsibilities. The special education administrators should coordinate the workings of the committee, provide resources, finalize the draft and oversee production of the finished product. Furthermore, it should be the responsibility of the special education adminstrator to arrange in-service training sessions and to disseminate documents to professional and paraprofessional staff. It will be necessary to present and discuss policies with the local school board, governing board and/or advisory council; administrative staff; parents; and outside agencies. It is also the responsibility of the special education administrator to conduct on-going program evaluation of the effectiveness of policies and to coordinate the revision of policies when appropriate.

Regular education administrators should be responsible for insuring that these policies are consistent with present school policies and providing support to special education personnel in the implementation of these policies. The regular education administrator also should act as a liaison between this committee and the superintendent, school board, governing board and/or advisory council. The role of the building level administrator should be to contribute to the development of the policies, to provide support to the special education personnel in the implementation of these policies and to explain/discuss policies with other building personnel.

The special education teachers, as members of this committee, should lend professional expertise in developing the policies and cooperate in the implementation of the policies. Their responsibilities should also include serving as a resource for interpreting the policies to other professionals and parents. It is the role of the school psychologist and/or behavioral consultant to lend professional expertise in developing policies, to serve as a resource for interpreting research and technological developments in behavioral management and to advise the committee on the possible effects of behavioral management techniques on students. This person can also provide support to administrators and staff in the implementation of policies through in-service training and consultation and participate in on-going assessments of effectiveness of policies.

It is crucial that parents of handicapped children be active participants on this committee. Their responsibilities as members of this committee will be to provide support, to represent the interests and rights of handicapped children and their parents and to serve as school/community liaisons in interpreting the behavioral management techniques.

All members of the committee should participate in the on-going revision of the policies and should be able to explain the policies to parents and community. It is imperative that the school board, governing board, and/or advisory council be aware of, and give approval for, behavioral management techniques. If the members of these groups have an understanding of the behavioral management policies, then will more readily support the use of these techniques.

Another major issue that should be dealt with is that of providing education regarding the implementation of policies on the use of behavioral management techniques. Two levels of education, awareness and training, are to be provided. The first level involves awareness of the policies on the use of behavioral management techniques. At this level of awareness, seminars, lectures and formal presentations should be provided to all school personnel and interested community groups such as PTA, PTO, etc. The second level of education should involve in-depth training and should be provided to designated staff such as special education teachers, supervisory staff, psychological services staff and paraprofessionals. In-depth training for personnel should include: information; identification of target behaviors; development of individual behavioral plans; Individualized Education Programs (IEPs); techniques for measuring behavior; recording data; and practical applications of behavioral management techniques. In-service programs should include training in monitoring the effectiveness of the behavioral management program.

A case conference to develop the individual educational program must be conducted to discuss the use of behavioral management techniques. Specific behavioral management techniques need to be a stated part of the IEP. Goals and objectives which define behaviors to be modified need to be specific so it's clear which behavioral techniques apply to which behaviors. Parents must be informed concerning proposed specific behavioral management techniques to be used with the student. Written permission or approval for the use of the proposed behavioral management techniques must be obtained from the parent or guardian. The IEP should provide a detailed plan for the teachers and other professional personnel to follow when implementing the specific behavioral management techniques. It also serves as a vehicle for protecting the legal rights of school personnel and insuring that all concerned parties will know what specific behavioral techniques are being used with each individual student. The detailed plan should include rate, frequency and occurence of inappropriate behaviors; target behaviors; specific behavioral management techniques; criterion levels of acceptable behaviors; and the anticipated date on which the specific behavioral management techniques will be reviewed.

The case conference committee should identify the primary implementor(s) of the behavioral management techniques. At that time, other personnel who will be directly involved in the implementation of the behavioral management program should also be designated. Other personnel might include behavioral consultants, principals, paraprofessionals, etc. Responsibilities should be assigned to the primary implementor and other personnel during the case conference.

In the implementation of the program, it is necessary to refer back to the specific behavioral management techniques identified in the student's IEP. It is appropriate at this time to identify reinforcers and/or consequences for increasing appropriate competing behaviors and to determine a method for measuring and charting behaviors. It is also necessary to obtain any additional materials needed for implementation of the behavioral management techniques and to make necessary changes in the physical environment of the classroom.

In order to determine the effectiveness of the specific behavioral management techniques, it is crucial that the implemented program be monitored, evaluated and altered on an on-going basis. This is necessary to insure that intervention techniques are altered as needed. Continual daily monitoring and record keeping insures that data is being collected and evaluated as to its effectiveness. Personnel responsible for monitoring the individual behavioral management program would be those who have daily contact with the student. These could include supervisory and administrative personnel, classroom teacher, behavioral consultant/psychologist, paraprofessional, student or parent.

After data has been collected, the behavioral management program can be evaluated and altered as needed by a team which could include the classroom teacher, behavioral consultant/psychologist, other professional school personnel, outside professionals and/or parents. Outside professionals and

parents can be actively involved in this process through consultation with the school staff, by involvement in delivering reinforcements and/or consequences, and by providing valuable feedback about behavior outside of school. It is important to note that the case conference should be reconvened when the program is showing evidence of failure to achieve the desired effects and/or when there is a change in the environmental situation of the student.

The foregoing suggestions were designed to present considerations to be addressed when developing a local policy for the use of behavioral management techniques. As Wood and Braaten state, "In the end, no policy/procedures statement will be flawless. The critical concern is not that guidelines be perfect but that they demonstrate proper intentions and thoughtful development. Guidelines can always be improved through revision; and they can provide improved practice by the professionals whose behavior they are designed to govern" (Wood and Braaten, 1983).

SECTION III

AN OVERVIEW OF GENERAL PRINCIPLES FOR BEHAVIORAL MANAGEMENT PROGRAMS

Guidelines for the use of behavior management techniques that are based in behavioral analysis would not be complete without a review of the principles and fundamentals incorporated within the techniques. This chapter is designed to present an overview of the basic principles of applied behavior analysis, behavioral assessment and programming, and the relationship between positive procedures and behavior reduction procedures. It is most important that the principles and concepts are viewed as a guide for the selection of intervention procedures which will be most effective in modifying maladaptive behavior or increasing the frequency of adaptive behavior. The reader should note that because behavioral analysis techniques can have dramatic effects upon behavior, the techniques and principles should be thoroughly understood prior to their application.

Behavioral Principles

When asked to describe the foundation of their classroom management strategies many teachers identify behavior modification techniques as the core of their strategy. There are several assumptions made by these teachers who are proponents of the behavioral model. The following assumptions distinguish the behavioral approach from other philosophies (Polsgrove and Nelson, 1982).

1. One of the primary goals of behavior management is to bring the student's behavior under stimulus control. Limited stimulus control increases the probability of problem behaviors.

2. Intervention involves teaching the student appropriate ways of behaving under various circumstances.

3. Interventions focus on changing the student's present behavior rather than providing interpretive insight into the causes of problems.

4. Interventions are not directed toward correcting defects within the student but rather toward reducing the discrepancy between the student's behavior and cultural, social, legal or environmental expectations.

5. Because environmental factors largely control behavior, classroom interventions involve altering teacher behavior, instructional practices, and reward systems to improve a student's functioning.

6. Maladaptive or undesirable behavior is learned in the same way and occurs for the same reason as any other behavior.

7. Educational goals should be clearly stated in terms of measurable behavioral outcomes.

8. Academic tasks must be broken down into small, sequentially arranged steps. Instruction should be designed so that students can easily master each step.

9. Instruction should be planned and administered in such a way to minimize student error.

10. Student progress should be measured directly and continuously and these measures should be used for evaluating the effectiveness of the instructional program.

11. Measurement of student progress is necessary to develop replicable and reliable teaching procedures.

The use of applied behavioral analysis implies that the teacher has an interest in understanding behavior as well as modifying behavior. In the field of behavior analysis, behavior is studied in the context of the environment in which it occurs. It is necessary to identify the stimuli preceding and following the behavior and view each as affecting the behavior. This model, as described, is commonly referred to as A—B—C; "A" refers to the antecedent stimuli which precedes "B" (behavior) and "C" designates stimuli that occur predictably as consequences of the behavior (Sulzer-Azaroff and Mayer, 1977). The principles inherent in the operation of the model follow (Kerr and Nelson, 1983).

1. Behavior is controlled by its consequences. Antecedent stimuli effectively controls behavior when the student is able to discriminate that a certain consequence will follow certain behaviors. For example, if a student is requested to draw and follows directions because positive consequences will follow, the student has acquired the ability to discriminate and stimulus control is achieved. Consequences can strengthen, weaken or maintain behaviors. They are defined by their effects on the behavior.

2. Behavior is strengthened or maintained by reinforcement. Positive reinforcement occurs when a consequence maintains or strengthens a behavior over time. Negative reinforcement strengthens or maintains a behavior when the behavior avoids or terminates an aversive stimulus. An example would be a student coming on command to avoid a loud reprimand from his teacher. Negative reinforcement emphasizes aversive stimuli and promotes escape and avoidance instead of positive behaviors.

3. Behavior is weakened by removing the consequences that have been maintaining it. This process, extinction, can be effective when the teacher knows and has control of the consequences supporting the behavior.

4. Behavior is weakened by punishment. Punishment is defined by the effects it has on the frequency of the behavior. It involves presenting an aversive consequence immediately after a response has occurred or removing a positive consequence following a response.

5. Consequences must immediately follow the behaviors in a consistent manner. A contingency is a planned relationship between a behavior and the consequences.

The principles of applied behavior analysis intersect when strategies for changing behavior are developed. It is important that the strategies are viewed as part of the overall educational plan. If used in isolation, the principles and strategies will not prove to be efficient nor have long-term impact upon the student's adjustment and skill acquisition.

Assessment and Programming

Assessment serves an important function in the behavioral model. Behavioral assessment concentrates on pinpointing academic and social behavioral deficits and performance discrepancies between present and expected levels of functioning. Behavioral assessment also involves an analysis of the controlling environmental variables - antecedent and consequent stimuli - that can be altered to teach appropriate behavior patterns. Behaviorally oriented practitioners generally use standardized tests to determine a student's relative standing in a group or for screening purposes, and rely more on the use of informal tests and other direct measures to supply information for educational programming and behavioral programming.

An important aspect of assessing a student's behavior is performing a functional analysis of behavior. The purpose of this activity is to identify target behaviors and the immediate antecedent and consequent stimuli that may control the behavior (Skinner, 1953). To conduct a functional analysis of behavior, a teacher identifies the behavioral excesses and deficits as well as any assets the student might have. This can be accomplished through detailed interviews with parents and others coming in contact with the student and direct observation of the student in individual and group activities.

Teachers and other practitioners commonly use informal observational methods for collecting initial assessment information on a student's behavior and for performing functional analyses. To avoid subjective inferences and problems arising from the use of standard measures of social behavior ("projective" tests, personality inventories, and "self-concept" surveys), behavioral practitioners rely almost exclusively upon observational procedures and recording procedures. Such behavior sampling and graphing techniques as frequency measures (rate, event, or percentage), duration recording, and interval recording allow the teacher to maintain an accurate measure on a variety of student behaviors. Preliminary observation may consist of obtaining continuous records of a student's behavior. These records provide a running account of a student's interaction with his or her environment over a period of time. After several samples of continuously recorded data are taken, these records may be transcribed into a "sequential analysis" by categorizing the data into antecedent-behavior-consequent relationships (Sulzer-Azaroff and Mayer, 1977). Information taken from anecdotal reports and sequential analysis of a student's behavior is then used to identify possible target behaviors and the functional relationships of these behaviors with environmental stimuli.

Behavioral checklists can also be used to assess student's behavior. These consist of a list of behaviors that can be used to identify potential target behaviors. Although checklists do not provide the amount of assessment information yielded by direct observation procedures, they may be useful in initial screening stages of a behavioral intervention and in identifying patterns of inappropriate social behavior (Salvia and Ysseldyke, 1981).

In addition, when identifying the specific target behaviors and immediate conducting stimuli, other analyses should be undertaken as part of a behavioral assessment procedure. These include:

1. Motivational Analysis -- used to determine (1) the positive consequences preferred by the student and the conditions under which these are effective, and (2) the consequences that the student perceives as aversive (Kanfer and Saslow, 1969).

2. Developmental Analysis -- designed to specify the biological and physical limitations of change as it relates to the student's developmental level (Kanfer and Saslow, 1969).

3. Social and Cultural Analysis -- used to identify (1) the persons who are most effective in controlling the student and (2) the student's social and cultural expectations for behavior (Kanfer and Saslow, 1969).

4. Analysis of Self-Control -- designed to evaluate (1) the student's ability for self-regulation, (2) the situations in which the student can control his or her behavior, (3) the ability to avoid problem situations, and (4) the persons who affect the student's self-control (Kanfer and Saslow, 1969; Kanfer and Grimm, 1977).

5. Ecological Analysis -- used to describe (1) a student's behavior in various situations and at different times of the day, (2) the degree of support for change available from adults and the surrounding community, and (3) how the student's behavior deviates from the expectations and standards of the school and community settings.

After initial assessment information is collected, a teacher must select and define the target behavior to be changed. Target behaviors are defined in terms of the observable and measurable movements shown by the student. The practice of defining specific target behaviors in terms of observable and measurable units provides a basis for recording and graphing student progress during intervention periods. Attempts should be made to target interventions for both teaching appropriate behaviors and increasing behaviors whenever possible. Such a focus will reduce the tendency to overemphasize interventions to reduce behaviors. It is important to rank or prioritize target behaviors so that the identifiable problematic behaviors are examined according to their impact upon the student's educational program and progress. Kerr and Nelson (1983) suggest that decision makers ask the following questions when setting priorities:

1. Is the student dangerous to self or others?

2. What competencies and skills does the student need to know to improve functioning and interactions?

3. Does the student lack the necessary information, skills or capability to perform the needed skill or task?

4. Which behaviors are preventing the student's access to less restrictive environments?

5. Which behaviors are interfering with the student's academic progress?

6. Which behaviors are of primary concern to the student's parents and significant others in the community?

After several potential target behaviors have been defined, just one is usually selected for immediate intervention. Often the selection of a single behavior to change prevents the student from being overwhelmed by demands to change and enables the change agent to concentrate his or her intervention efforts. Also, selecting a target behavior that can be changed with a concentrated effort enhances the chances for student success and improves his or her motivation for undertaking future change programs. Competing pairs of target behaviors can also be selected. This requires the identification of a behavior to be reduced and prosocial behavior to be increased at the same time (e.g. reduce aggressive behavior towards peers and increase positive verbal statements) (Polsgrove and Nelson, 1982).

Once target behaviors have been defined, annual, monthly or weekly goals should be assigned. After long-term goals have been identified, short-term objectives should also be stated. Kanfer (1978) has referred to the process of breaking down long-term goals into more immediate, sequentially arranged goals as "goal scaling". Adults often make the mistake of expecting immediate and dramatic changes in a student's behavior. Scaling goals so that behavior change is gradual increases the probability of success. This procedure assumes that some baseline data have been taken on the student's behavior that could be used to scale appropriate goals. A teacher could reduce a student's excessively disruptive behavior, for instance, by specifying the percentage of reduction that is desired.

One of the final steps in designing intervention programs is to plan strategies for arranging environmental and social stimuli to make appropriate behavior more probable. Planning intervention programs requires knowledge of the types of techniques that could be used, accurate assessment information, and the freedom to modify environmental and social variables to teach and produce appropriate behavior. The plan also includes methods for measuring student performance and change. The monitoring and evaluation portion of the plan deserves as much attention as the behavioral strategy. Collecting, recording and analyzing program data provides a data-base from which decisions regarding the impact and appropriateness of the intervention strategy are made. Several types of evaluation models are available for use in school settings and should be investigated when deciding how an intervention strategy is to be evaluated (Kanfer and Saslow, 1969; Kerr and Nelson, 1983; Sulzer-Azaroff and Mayer, 1977).

Selected Behavioral Change Procedures

The following description of behavioral change procedures is presented as an overview of the most commonly used in public school classrooms. IT IS NOT INTENDED AS A SURVEY OF ALL THE PROCEDURES ASSOCIATED WITH BEHAVIOR MODIFICATION OR BEHAVIORAL CHANGE; HOWEVER, IT IS OFFERED AS A REVIEW OF TERMINOLOGY AND BASIC DEFINITIONS. The reader is referred to the appendix for listings of references which provide detailed information regarding implementation and efficacy of specific procedures. The reader is also encouraged to review their knowledge of each technique and their ability to effectively implement the techniques. As indicated in chapters one and two, teachers and other practitioners should be cautious in their use of aversive procedures and not use procedures for which they are untrained or with which they are uncomfortable.

The techniques are listed in four categories: positive behavioral management procedures, mildly aversive procedures, moderately aversive procedures and highly aversive procedures. These categories were chosen to increase awareness of the impact and cautions associated with the various types of behavioral change techniques.

I. Positive behavioral management procedures are the first to be considered when dealing with inappropriate or mildly disruptive behaviors. These procedures are designed to increase appropriate behaviors that are incompatible with undesirable behaviors. Several positive methods can be used to establish behaviors not yet in a student's repertoire. As with all behavioral change procedures, it is imperative that practitioners systematically identify the target behaviors, examine the antecedents and consequences, choose strategies, and record results.

a. Positive reinforcement is the presentation of a stimulus event after a response that increases the likelihood of the performance of the response. The choices of reinforcers can only be made by knowing the child's needs and likes. One goal of change using this technique is to dissolve the use of structured contingencies when the child has achieved an appropriate skill or behavior level. A sample of a reinforcement hierarchy, as referenced below (Christian, 1983), suggests the level of reinforcement that would be appropriate for use. As the hierarchy suggests, reinforcers should be based on the child's level of operating. To increase the effectiveness of reinforcement strategies, it is important to answer questions relating to the frequency of reinforcement, the timing of reinforcement, and the type of reinforcement.

A Practical Reinforcement Hierarchy for Classroom Behavior Modification

Consequence Level	A Infantile Physical Contact	B Food	C Toys	D School Implements	E Privileges	F Praise	G Internal Self-Reinforcement
Examples	Hugs	Milk	Balloon	Eraser	Free Time	Verbal Comments	"I did well!"
	Pats	Raisins	Marble	Ruler	Errands	Grades	"My work's all complete."
	Physical Proximity	Crackers	Kite	Notepad	Collect Papers	Certificate	
		Gum	Clay	Crayon			
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b. Contingency contracting is an agreement between the teacher and student which specifies consequences of student behavior. This is often referred to as grandma's law (Homme, et at., 1963): "You get to do what you want to do after you do what I want you to do." For contingency contracting to be successful it must offer rewards/consequences that are highly desirable and not obtainable outside the conditions of the contract. Contracts follow the general principles of behavior change. It is important to note that the contracts are positive and can be used to establish a motivation management procedure.

c. Token economy specifies artificial or contrived arrangement where students receive tokens for engaging in various specific behaviors (i.e., imitating or talking, for engaging in appropriate or adaptive behavior). Subsequently, the student exchanges tokens for sweets, priviledges, or any other item or event which functions as a reinforcer for him. Token reinforcers avoid the problems inherent in the use of food as a reinforcer because they can be used to obtain many items and can facilitate transition to the exchange system of society. A token economy should be used as a means to meet a defined behavioral objective and should not become the objective itself. For example, if a token economy is used to strengthen behavior, the system should be gradually eliminated as social and intrinsic reinforcement become effective consequences. Token economies have been found most successful in decreasing disruptive out of seat behaviors and increasing attention and academic performance.

d. Shaping involves rewarding the child for successive approximations toward the goal behavior. For example, if a teacher wishes to teach a child to say "ball", he/she may at first reward the child for any vocalization. When the child vocalizes frequently, the reinforcement would be withheld until the child emitted another response more closely approximating the goal behavior (e.g., now the reinforcement is only given for the "b" sound). It is crucial that reinforcement only be given for responses at least as good as the previously rewarded response. This process is continued until the goal behavior is performed.

e. Chaining is a procedure similar to shaping except that in chaining a complex behavior is broken up into its simplier components. The child is first taught the first simple behavior in the chain. When that is learned, the child is then trained on the second, and so on, until the goal behavior is learned. Often teachers find it easier to teach chain response in a backward fashion, beginning with the last behavior in a chain and working toward the first behavior in the chain.

f. Prompting involves providing an extra cue to guide the child to perform the correct response. This prompt is then gradually removed (or faded) until the child can perform the behavior without the teacher's aid. For example, a child might be prompted to say the sound "mm" by holding his lips closed as he vocalizes. This vocalization would then be rewarded. During subsequent training, the teacher would gradually remove the direct aid until the child would hold his lips together to make the correct vocalization.

g. Differential reinforcement of competing behavior is defined as the reinforcement of those behaviors that are incompatible with the undesired response in intensity, duration or topography. For differential reinforcement to work, the appropriate behavior must occur some of the time.

h. Differential reinforcement of low rates of responding (DLR) involves the reinforcement of the undesired response only if at least a specified period of time has elapsed since the last response or only if fewer than a specified number of the undesired responses occurred during the preceding interval of time. One way is to deliver the reinforcement contingent upon the occurrence of the undesired response only if a certain minimal period of time has elapsed since its last occurrence. This should increase the proportion of intervals of that size and therefore lower the frequency of the undesired behavior. The interval can then be extended to further decrease the rate of the behavior. It is most effective with minor classroom misbehaviors that do not require immediate reduction. Since DLR requires continuous monitoring, it is necessary to maintain data so that criteria and interval levels can be measured for effectiveness.

i. Differential reinforcement of other behavior (DRO) is the reinforcement following the performance of all behaviors but the undesired response. One form of DRO is the reinforcement of behavior on a preset schedule as long as the target behavior has not occurred during the previous specified period. DRO has been found most effective when combined with other procedures. Its effect occurs slowly so it is inappropriate for use wtih highly aggressive behaviors. DRO also requires precise definitions of problem behaviors, specific interval selection and continuous monitoring.

j. Modeling is a procedure in which learning results through observation of a model's behavior. Modeling procedures include imitation, observational learning, role-playing, vicarious experience, and emotional contagion. Through modeling, students can acquire new behaviors, strengthen or weaken inhibitory responses and elicit acquired but not exhibited behaviors.

II. Mildly Aversive Procedures. The procedures considered mildly aversive are those that weaken a behavior when the occurrence of that behavior results in the removal of a positive reinforcer.

a. Extinction is the non-reinforcement of a previously reinforced response. In all cases, when the inappropriate behavior is being ignored, another behavior which is appropriate must be reinforced. Many behaviors brought to extinction may recover or increase when reinforcement is resumed. This technique is most effective when the practitioner isolates and controls the reinforcing event maintaining the inappropriate behavior. Extinction should not be allowed when the behavior is dangerous to the child.

b. Response cost (RC) is a procedure in which a specified amount of available reinforcers is contingently withdrawn following a certain response. Response cost is often used with token economy programs. It must be less than the total amount of reinforcers available and an opportunity to earn back the lost reinforcement should be quickly arranged.

Response cost is most effective when tied to a reinforcement system. When implementing response cost several procedures are advised (Walker, 1983): (1) RC should be implemented immediately after the behavior occurs; (2) RC should be applied consistently; (3) student should never be allowed to accumulate negative points; (4) the ratio of points earned to those lost should be controlled; (5) subtraction of points should never be personalized; and (6) student's positive behaviors should be reinforced frequently.

c. Exclusion time-out from reinforcement is a procedure in which an individual is removed for a specified short period of time from a reinforcing situation with a lower reinforcing value. A time-out room or any other restrictive area is not appropriate under this procedure. This procedure has found to be of limited effect if the primary environment is not positively reinforcing. Exclusion time-out from reinforcement is often incorrectly applied. It is often difficult to see that the student receives no reinforcement while in time-out and that inappropriate behaviors are not displayed while in time-out. Practitioners are cautioned to closely monitor the length of the time-out so that abuse does not occur.

III. Moderately Aversive Procedures. These procedures weaken a target behavior by presenting an aversive consequence immediately following the emission of a response. These procedures should be used only with highly disruptive or dangerous behavior and only with positive behaviors which are reinforcing appropriate behaviors. Daily data collection and assessment of the procedure is advised. Parental Consent should be obtained before initiation of the procedures.

a. Overcorrection procedures provide an active educational event after the occurrence of an inappropriate behavior. The student is taught that there are consequences for the disruption to the environment caused by his or her inappropriate behavior by restoring the environment to better than its original condition

(restitution) or by intensively practicing the appropriate behavior. Restitutional overcorrection requires a student to restore the environment to a state better than existed before the problem behavior occurred. Positive practice overcorrection requires the student to practice appropriate behavior as a consequence of inappropriate behavior.

As with other techniques, the target behavior must be carefully identified, the procedures must be emitted immediately and reinforcement must be minimized during the procedure. Research involving the use of overcorrection has shown neutral and even negative outcomes. Thus it is imperative that the procedure be carefully monitored and its effectiveness compared and contrasted with other reduction techniques.

b. Seclusion time-out from reinforcement is a procedure by which access to the source of reinforcement is removed by placing the individual in supervised isolation for a short period of time in a room that has a low reinforcing value for a short period of time. Time-out has been found an effective procedure in situations where the primary environment is positively reinforcing. The use of seclusion time-out is supported in several research studies; however, prudence is advised because a variety of variables (i.e., timing, availability of positive reinforcement, frequency of use, consistency of use) impact upon the effectiveness of the procedure. The problems associated with exclusionary time-out also apply to seclusion time out (Nelson and Rutherford, 1983).

IV. Highly Aversive Procedures. Procedures are considered highly aversive when an aversive stimulus is presented contingently following a dangerous behavior to reduce or eliminate that behavior. The goal of aversives is to reduce the future probability of a specific response. Prudence is required in the use of these procedures. They should only be used to control highly dangerous or highly inappropriate behaviors after a documented attempt to control the behavior by means of positive and less aversive procedures has failed. As with moderately aversive behaviors, these procedures should be used only in combination with positive procedures for increasing appropriate behaviors that are incompatible with the undesired response. The programs employing aversive procedures must be written and consent by the parents obtained.

a. Physical restraint is the use of the minimum amount of force necessary to hold or restrain a student. The restraint should continue only as long as the student presents a danger to himself, others or to property. Physical restraining should be used only after less intensive methods have been unsuccessfully attempted. Professional staff should be trained in the proper use of the techniques associated with this procedure. It is necessary to discuss and explore the potential for physical harm to the student and staff when considering this procedure.

b. Mechanical restraints other than those prescribed by physical therapist may only be used when necessary to stop a student who is injuring himself or others. They may not be used in lieu of programming to eliminate the self-injurious behaviors.

c. Physical punishment includes the use of procedures which weaken a behavior upon the immediate presentation of an aversive consequence. The aversive event involves moderate physical discomfort to the student (e.g. noxious odors and tastes, shaking student, paddling, noxious noise, slapping, electric shock). Because these procedures produce pain and potential negative side effects, ethical, legal and technical considerations must be attended to prior to the administration of these procedures. It is also important to review the punishment research and apply the cautions and recommendations to practice (Polsgrove and Reith, 1983).

Best Practices on the Use of Aversive Procedures

Research and experience have shown that students' learning is enhanced by a positive, enriched environment. It is the responsibility of the classroom teacher to create such an atmosphere.

Positive behavior management procedures should have been utilized, analyzed, and shown ineffective before aversive techniques can be considered for behavior reduction (exception being extremely dangerous behaviors). When aversive components are deemed necessary, positive techniques must remain an integral part of any behavior management program to increase or maintain appropriate behaviors.

The following should be considered as general guidelines or best practices when it is necessary to use behavior reduction procedures:

1. Behavior management procedures should be specifically written. This enables the procedures to be consistently followed by all staff members. Include: what to do; who does what; what to say; how to say; how long; under what conditions, etc.

2. Data must be collected daily and analyzed at least on a weekly basis to insure that the selected procedures are being effective.

3. Observations of the staff implementing these procedures should be done by program supervisor and/or staff person with knowledge of behavior management procedures.

4. Parent involvement in the use of selection of behavior management procedures is encouraged in order to protect the rights of the student, parents and practitioner.

The following should be considered as specific guidelines for the use of aversive behavior management procedures:

1. When using any aversive procedure, it is imperative that the procedure is implemented in precisely the same way each and every time. This establishes expectations for the student.

2. The selected procedure must be implemented each and every time the behavior occurs.

3. An attitude of nonchalance must be maintained during implementation. Emotional reactions only provide more attention to the inappropriate behavior.

4. Time restrictions must be set and adhered to strictly. For example, with exclusion time out and restraint procedures documentation of the exact length of the episode is important to insure that the guidelines are met and to provide useful information for data analysis.

5. Positive procedures must be analyzed as well to insure that they are effectively maintaining and teaching appropriate behaviors. Remember to always be searching for new motivation techniques.

6. In selecting which behavior management procedure to use, set and adhere to guidelines as to specific procedures that are options for varying severities of behavior problems. Establish behavioral criteria to be met before highly aversive procedures can be utilized.

7. Understand that a crisis situation in which an unexpected behavior of the student endangers himself or others should only occur once. Once it happens, a formalized plan should be established to effectively deal with the behavior should it reoccur.

8. When dealing with aggressive students it is essential to realize the fine line of discrimination between using effective behavior management procedures and controlling students' behavior. When involved in any type of physical interaction with a student, realize the inherent danger of self-protective responses on the part of staff. A specificially designed procedure helps to limit the possibility of such responses, but does not eliminate the inherent fear/ frustration that staff feel when dealing with aggressive students.

9. When the need is apparent for some type of restraint procedure, understand that the use of adapted equipment or restraints is preferable to the use of physical restraint which generally incites further aggressive or resistive behavior.

10. When dealing with a difficult student, acknowledge staff member's need for their own "time-out". Having all classroom staff trained to implement the procedures helps in sharing the responsibility.

Practices in the Use of Time-Out

The levels of time-out procedures (planned ignoring procedures, planned ignoring plus restraining, contingent observation, exclusion, and seclusion) are rated by consideration of the restriction they impose upon the student. It is important that practitioners possess a knowledge of the continuum of procedures so that their selection of a procedure is suited to the behavior, the student, the settings and their ability to apply the intervention appropriately (Nelson and Rutherford, 1983).

Research indicates that time out procedures are easily abused. Time-out is often employed to the exclusion of other interventions. It is often applied too late in the behavioral schema; that is, after the student is out of control. In many situations the time in environment is not sufficiently reinforcing; it may even be more aversive than the time-out setting. The effect of time-out is also impacted by the practitioners ability to enforce the time-out contingency without producing a power struggle that is often manifested as reinforcement for the student. One of the most noted abuses of the procedure involves the failure of practitioners to monitor and evaluate the application of time-out. Each of these effects has negative impact upon time-out procedures and reduces the efficacy and desirability of the intervention in the overall continuum of behavioral reduction procedures. When time-out has been determined to be the intervention of choice, specific procedures should be followed (Gast and Nelson, 1977). The procedures include:

1. Identify the situations that are reinforcing the child's inappropriate behavior.

2. Explicitly state those behaviors that will result in time-out before the contingency is implemented.

3. Attempt to control the inappropriate behavior through milder forms of time-out (ignoring, contingent observation, and exclusion time-out, respectively) prior to resorting to seclusion time-out.

4. Provide documentation that milder forms of time-out have proved ineffective in suppressing the inappropriate behavior before resorting to seclusion time-out.

5. Avoid lengthy verbal explanations as to why the student is being placed in time-out. Behaviors resulting in time-out should be clearly explained prior to implementing the time-out program. If an explanation is provided, it should be brief but should adequately inform the student of the misbehavior involved. A standard explanation format such as, "Because you _____, you go to time-out for _____ minutes," is recommended. All other interaction should be avoided.

6. Identify those behaviors, if any, that will result in a warning before time-out is implemented. These generally are behaviors of low frequency and magnitude that have not previously been defined explicitly. (Other behavior normally will require no warning.)

7. To maximize opportunities to exercise self control, give students the opportunity to take their own time-out after receiving the instruction from the teacher. However, if students refuse to take their own time-out or if they fail to respond to the teacher's instruction within a reasonable time interval (five to ten seconds), the teacher should physically remove them to the time-out area. For high intensity behavior

(kicking, screaming), the student should be immediately escorted to time-out. It is important that teachers realistically evaluate their ability to physically remove a child to the time-out area. If a pupil is able to break away, requiring a teacher physically to remove the student would be inappropriate. Presumably, classrooms with such students would either have a teacher or teacher aide who could control such resistance. If such is not the case, an alternative strategy will be required. This may entail a re-evaluation of the reinforcers in the classroom and the possible use of a response cost contingency in conjunction with a token economy. Other alternatives may include reinforcing other children for ignoring disruptive behaviors or the reassignment of the uncontrollable student to a teacher who is capable of managing highly aggressive and resistant behavior.

8. Be sure that the duration of each time-out period is brief. One to five minutes generally is sufficient. It is doubtful that time-out periods exceeding fifteen minutes serve the purpose for which they are intended (temporary withholding of positive reinforcement).

9. Release from time-out should be contingent upon the student's behavior while in time-out. A contingency for release from time-out of one minute in which no inappropriate responses are emitted will avoid reinforcing a child's inappropriate behavior while in time-out. (Do <u>not</u> say, "Come out when you are ready.")

10. If a seclusion time-out is being used, the time-out room should:

    a. Be at least six by six feet in size.
    b. Be properly lighted (preferably recessed with the switch outside the room).
    c. Be properly ventilated.
    d. Be free of objects and fixtures with which children could harm themselves.
    e. Provide the means by which an adult could continuously monitor, visually and auditorily, the student's behavior.
    f. Not be locked. A latch on the door should be used only as needed, and only with careful monitoring.

11. Records should be kept of each occasion when time-out is implemented and should include the following information:

    a. The student's name.
    b. The episode resulting in student's placement in time-out (i.e., behavior, activity, other student involved, staff person).
    c. The time of day the student was placed in time-out.
    d. The time of day the student was released from time-out.
    e. The total time in time-out.
    f. The type of time-out (contingent observation, exclusion, or seclusion).
    g. The student's behavior in time-out.

12. Be sure that differential reinforcement of more appropriate social behavior always accompanies a time-out contingency.

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APPENDIX

APPENDIX A

DEFINITIONS

Applied behavior analysis - An intervention derived from the principles of behavior analysis, designed to change behavior in precisely measurable and accountable manner; restricted to those interventions that include an experimental design to assess treatment effects.

Applied behavior-analysis program - A program that includes the full behavior analysis model. It includes the behavioral objectives; and selection and application of valid and reliable measures; regular recording; the consistent application of selected procedures based upon principles of behavior; plus an experimental evaluation of results. An applied behavior-analysis is sometimes referred to as a behavior-analysis program, behavioral program, behavior modification program or an application of behavior analysis.

Aversive stimulus - A stimulus, also called a punisher, that has the effect of decreasing the strength (e.g., rate) of a behavior; a stimulus that the individual will actively work to avoid. A stimulus, the contingent removal of which results in an increase in the rate of the dependent variable. Nontechnically: an unpleasant object or event.

Back-up reinforcer - An object or event that has already demonstrated its reinforcing effect on an individual. It is received in exchange for a specific number of tokens, points, or other exchangeable reinforcers.

Backward chaining procedure - Effecting the development of a behavioral change of responses by training the last response, element or link in the chain first; the next to last, next; and so on until the entire chain is emitted as a single complex behavior.

Behavior - An observable and measurable external or internal act of an organism. A response.

Behavior-analysis procedures - Interventions that are used to bring about behavioral change through the application of behavioral principles. Behavioral procedures are used to increase, teach, maintain, extend, restrict, inhibit, occasion, or reduce behaviors. They serve as the core of most applied behavior-analysis programs.

Behavioral objective - A precise specification of the goal, including three essential elements: (1) behavior; (2) the situation or conditions under which it is to occur; and (3) the standard of acceptability or criterion level.

Behavior modification - Interventions derived from the principles of behavior analysis. Designed to change behavior in a precisely measureable manner; often used interchangeably with the terms applied behavior analysis and behavior therapy. However, applied behavior analysis is restricted to those interventions that include an experimental design to assess treatment effects. Behavior modification and behavior therapy are often comprised of only three phases: (1) baseline; (2) treatment; (3) follow-up. When respondent procedures are emphasized, one tends to use the term behavior therapy.

Chaining procedure - A procedure in which simple responses already in the repertoire of the individual are reinforced in sequence to form more complex behaviors.

Conditioned aversive stimulus (SP) - A stimulus initially having no aversive properties, but that acquires aversive properties as a result of repeatedly accompanying or being presented just prior to or accompanying (1) the absence or withdrawal of reinforcers or (2) the delivery of unconditioned or other conditioned aversive stimuli.

Contingencies - The specified dependencies between behavior and its antecedents and consequences. Contingencies can occur naturally or can be arranged as stimuli are presented, withdrawn, or withheld by people to affect either their own behavior or the behavior of others.

Contingency control - The ability to manipulate the environmental antecedents and consequences of a given behavior in order to achieve a specific behavioral goal.

Contingent reinforcement - A reinforcing event that occurs only as a consequence of the specified behavior.

Continuous reinforcement (CRF) - A schedule of reinforcement in which each occurrence of a response is reinforced.

Criterion level - The standard used to indicate when the behavioral goal has been reached. A specification of an acceptable level of performance that the student is to achieve. Criteria are used to evaluate the success of a given behavior-analysis program.

Deprivation - The withholding of a reinforcer for a period of time or the reduction of its availability, designed to increase the effectiveness of the reinforcer.

Differential reinforcement - (1) the reinforcement of one class (or form of topography) of behavior and not another; (2) the reinforcement of a response under one stimulus condition but not under another stimulus condition. Also, the reinforcement of one response under one stimulus condition while other responses are reinforced under different stimulus conditions.

Direct observational recording - A method, sometimes called observational recording, in which a human observer records behavioral data as it occurs. Event and time sampling are both observational recording systems.

Ethical responsibility - Operating according to ethical percepts; providing for voluntariness, informed consent, least intrusive and least restrictive, and most benign, effective procedures; obtaining, maintaining and continuing development of competence, and so on.

Event recording - An observational recording procedure in which one records the number of occurrences of a specified discrete behavior, such as times tardy, answers correct, or bites received by sibling, over a specified period of time. The interval may be, for instance, a classroom period, a day, or the duration of a meal or of a TV program.

Extinction - A procedure in which the reinforcement of a previously reinforced behavior is discontinued. In nontechnical language, extinction is often referred to as the apropriate withholding of rewards to attention or as the nonrecognition of behaviors that interfere with learning or development.

Fading - The gradual removal of (usually artificial or intrusive) discriminative stimuli such as directions, imitative prompts, physical guidance, and other cues and prompts. In technical terms, fading is used to foster independence from auxiliary stimulus control that may be necessary during the early stages of learning. It facilitates the "assumption of responsibility". Constant reminders and suggestions are no longer required.

Goal - The goal tells you how the target behavior is to be changed: increased, decreased, maintained, developed, expanded or restricted. It should be translated into a set of behavioral objectives prior to designing a program.

Natural reinforcer - A nonintrusive reinforcer that is not artifically introduced. It is present in the natural environment. A smile or a good mark is usually a natural reinforcer in a school setting.

Negative reinforcement - A procedure that involves the removal of an aversive stimulus as a consequence of a response and results in the maintenance or an increased rate of the behavior. A behavior has been negatively reinforced if it increases or is maintained due to the contingent removal of reduction of a stimulus. This procedure is sometimes referred to as escape conditioning. For example, when the child does as asked, the adult stops nagging. The child's behavior, doing as requested, has been negatively reinforced by the removal of the nagging.

Overcorrection - A reduction procedure consisting of two basic components. (1) Restitutional overcorrection (or Restitutional procedure) requires that individual to restore the environment to a state vastly improved from that which existed prior to the act. (2) Positive-practice overcorrection (or Positive-practice procedure) requires the individual to repeatedly practice in a positive behavior. When no environmental disruption occurs only the positive-practice procedure is used.

Physical guidance - A form of response priming in which the appropriate body part or parts are "put through" or physically guided through the proper motion. For example, a swimming coach guiding the movement of a youth's arm to demonstrate the proper stroke in using the physical guidance procedure.

Positive reinforcement - A procedure that maintains or increases the rate of a response by contingently presenting a stimulus (a positive reinforcer) following the response.

Positive reinforcer - When a stimulus, such as an object or event, follows or is presented as a consequence of a response, and the rate of that response increases or maintains as a result, the stimulus is called a positive reinforcer. Praise, attention, recognition of achievement and effort, special events, and activities are positive reinforcers for many people. Nontechnical terms for a positive reinforcer include incentives, rewards, or "strokes".

Premack principle - A principle which states that contingent access to high frequency behaviors ("preferred" activities) serves as a reinforcer for the performance of low frequency behaviors.

Punishing stimulus - A stimulus, when presented immediately following a response, results in a reduction in the rate of the response. In this text, the term aversive stimulus is used interchangeably with punisher or punishing stimulus.

Punishment - A procedure in which an aversive stimulus is presented immediately following a response, resulting in a reduction in the rate of the response.

Reinforcement - Arranging for the presentation of the reinforcing event or the removal of an aversive event to follow as a consequence of a behavior, resulting in an increase or maintenance of the behavior. Reinforcement is denied solely by the increasing or maintaining effect upon behavior.

Response cost - A reductive procedure in which a specified amount of available reinforcers are contingently withdrawn following the response. Usually these reinforcers are withdrawn from the student's reserve, as with loss of points, yardage, or fines. However, in a modification of this procedure, bonus response cost, the reinforcers are taken away from a pool of potential bonus reinforcers that the student will receive if all are not withdrawn.

Schedule of reinforcement - The response requirements that determine when reinforcement will be delivered. See also Interval and Ratio schedules of reinforcement; Differentiation reinforcement of rates.

Shaping - A procedure through which new behaviors are developed; the systematic reinforcement of successive approximations toward the behavioral objective. Sometimes PSI or individualized instruction is referred to as shaping.

Target behavior - The behavior to be changed.

Task analysis - Breaking down a complex skill or behavioral chain into its component behaviors, sub-skills, or sub-tasks. Each component is stated in its order of occurrence and sets the occasion for the occurrence of the next behavior. Task analysis are particularly useful in planning specific stimulus control and chaining procedures.

Time-out (TO) - A procedure in which the means of access to the sources of various forms of reinforcement are removed for a particular time period contingent upon the emission of a response. The opportunity to receive reinforcement is contingently removed for a specified time. Either the behaving individual is contingently removed from the reinforcing environment or the reinforcing environment is contingently removed from some stipulated duration.

Time-out room; time-out booth; quiet place - A facility that is arranged to minimize the reinforcement that an individual is apt to receive during a fixed time period. Procedures for using such facilities must conform to ethical and legal requirements.

Token economy - A contingency package. Tokens (exchangeable reinforcers) are given as soon as possible following the emission of a target response. The tokens are later exchangeable for a reinforcing object or event.

Token reinforcer - A symbol or object (check marks, poker chips) that can be exchanged at a later time for a "back-up reinforcer" -- an item or activity. For example, money is a token. The extent to which tokens are reinforcing depends on the individual's experience and on the back-up items available. An exchangeable reinforcer.

Unconditioned aversive stimulus (SP) - A stimulus object or event, such as a painful electric shock, a bee sting, or a sudden loud noise, that functions aversively in the absence of any prior learning history (i.e., its contingent occurrence is punishing).

APPENDIX B

COMPETENCIES IN BEHAVIORAL MANAGEMENT REQUIRED BY TEACHERS, BEHAVIORAL MANAGERS

1. Uses appropriate informal and formal observation systems/techniques for collecting data on students' academic and social behavior.

2. Selects appropriate academic and social behaviors for intervention programs with students.

3. Accurately identifies behavioral sequences (A-B-C's).

4. Arranges antecedent and consequent stimuli to change behavior in desirable directions.

5. Can establish and maintain a structured learning environment for students.

6. Can develop and negotiate acceptable contracts with students, parents, and other school personnel.

7. Uses various strategies for developing students' self-control.

8. Uses results of previous behavior management.

9. Develops personal theoretical rationale for managing students' behavior.

10. Accurately interprets and critically assesses applied research studies in area of academic and social management.

11. Designs, implements, and evaluates effective behavior management programs for students.

12. Selects and successfully employs appropriate management strategy in various situations.

13. Arranges physical environment to facilitate management possibilities.

14. Selects appropriate reinforcers for use in motivating students.

15. Designs management programs to facilitate generalization and maintenance of acquired behaviors.

16. Demonstrates knowledge of various rules and regulations concerning students that pertain to the educational setting.

17. Demonstrates knowledge of policies and procedures for the referral, evaluation, placement, and movement of students.

APPENDIX C

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APPENDIX D

SAMPLE POLICY STATEMENTS AND FORMS

I. Outline of a model policy

II. Guidelines for the use of Behavior Management Procedures, Special Education Department, South Bend Community Schools

III. Informed consent for use of aversive procedures

IV. Sample guidelines for use of time-out areas

V. Sample steps for implementation for time-out areas

VI. Sample guidelines for use of time-out areas

VII. Sample time-out area log sheets

VIII. Sample classroom inventory

IX. Positive and negative behavior recording form

X. Positive and negative consequences recording form

XI. Behavior categories and selected data collection methods

XII. Data collection forms (3)

XIII. Ecological profile worksheet

XIV. Sample program for self-stimulation

XV. Sample year end summary sheet

OUTLINE OF A MODEL POLICY/GUIDELINES STATEMENT

A. POLICY STATEMENT

1. Description of the place of aversive procedures in a therapeutic education program.

2. Definitions of permitted and prohibited aversive procedures.

3. Citation of relevant local, state and federal laws, regulations and court decisions. (May be omitted or appended.)

B. PROCEDURAL GUIDELINES

1. Promotion of awareness of aversive procedure use and abuse among staff and the public.

2. Staff training requirements.

3. Description of appropriate use of aversive procedures, including specification of roles and settings, necessary preparation, and follow-up.

4. Maintenance and retention of records of use.

5. Procedures followed in handling complaints and appeals.

6. Specific cautions.

7. List of useful resources. (May be omitted or appended.)

8. Procedure for periodic review.

Reference: Wood, F.H. and Braaten, S. Developing guidelines for the use of punishing interventions in the schools. Exceptional Education Quarterly, 1983, 3, 68-75.

GUIDELINES FOR THE USE OF BEHAVIOR MANAGEMENT PROCEDURES

Special Education Department
South Bend Community Schools

The following guidelines were developed to provide parameters for dealing with severe and problem behaviors. The guidelines are constantly being monitored, evaluated, and refined as each school year passes. Each special education teacher and staff member receives yearly inservice education regarding the implementation of behavioral techniques and these guidelines. The expertise of a specially trained behavioral consultant is utilized on a full-time basis by the teachers and administrative staff. The behavioral consultant provides inservice education, as well as case consultation.

The Rules of Thumb handout was developed to provide staff with general guidelines for managing behaviors when they are first encountered or when they occur very infrequently. As behaviors increase in complexity, intensity, or frequency, it is suggested that staff refer to the Guidelines.

(Our thanks is extended to the Special Education Department of South Bend Community Schools for sharing the product of their research and dedication to assuring that students rights are protected and respected.)

RULES OF THUMB

The following are general guidelines for the classroom staff to use when inappropriate behaviors are first encountered or at a low frequency within the classroom:

SOCIALLY INAPPROPRIATE OR DISRUPTIVE BEHAVIORS

1. Reinforce appropriate behaviors systematically, and
2. IGNORE ----------▶ REDIRECT ----------▶ REINFORCE

   inappropriate behavior → to appropriate behavior → appropriate behavior

   Ignoring is defined as: Not talking to the student about the inappropriate behavior; not looking at the student; not showing any expression of disapproval; not discussing the student's behavior in front of him.

   Redirection may take the form of: A standard correction procedure, physical guidance alone, or verbal redirection to another task. For any given student and specific inappropriate behavior, one of these redirection procedures should be selected and consistently used by the classroom staff.

DANGEROUS BEHAVIORS

1. Reinforce appropriate behaviors systematically, and
2. STOP ----------▶ REDIRECT ----------▶ REINFORCE

   inappropriate behavior immediately → to appropriate behavior → appropriate behavior

   Stopping a dangerous behavior may require physical contact. While protecting the student and others, the adult should maintain a calm and unaffected manner, as in ignoring behavior.

3. Document.

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INTRODUCTION

This is to provide special education teachers with guidelines which allow them to develop safe, practical, yet effective behavior management programs. These guidelines are based on: 1) law and recent litigation, 2) the need for staff to control student behavior so that effective educational training can take place, and 3) the accountability of teachers to provide an established procedure which, when followed, will lend support for their programs by the School Corporation and offer protection under law.

It is expected that the staff in our schools use good professional judgement in determining the manner in which they respond to the behavior of the students and use common sense in developing behavior management programs. The present guidelines set parameters for dealing with severe or consistent problem behaviors to insure the protection of students and teachers.

PHILOSOPHY FOR BEHAVIOR PROGRAMMING

These guidelines assume that special education students have basic rights in the classroom and should be treated as normally as possible despite their handicapping condition. This means that educational programs and the behavior of all personnel at all times must respect the basic human dignity of the special education student. Demeaning actions wich degrade the students' dignity must not be tolerated. Because these students may not comprehend that their due respect and dignity are possibly being violated, programs designed to manage or change their behavior must be closely scrutinized as to their fairness by the personnel designated by the program administrator (a person with experience in behavior management techniques), teacher, and parents of the children. To this end, behavior management programs should be written and their effectiveness accurately assessed with the results being available to all concerned upon request. This process provides parents, school, and teacher with the necessary information to evaluate and justify a program, thereby insuring a student his right to effective and least restrictive programming.

Research and experience have shown that students' learning is enhanced by a positive, enriched environment. It is the responsibility of the classroom teacher to create such an atmosphere. The guidelines assume that positive behavior techniques can be considered. When aversive components are deemed necessary, positive techniques must remain an integral part of any behavior management program to increase or maintain appropriate behaviors.

When dealing with inappropriate behaviors, the specifics of the situation will indicate which of the following responses is appropriate:

1. Positive Procedures
2. Ignoring and Correction Procedure
3. Rules of Thumb Techniques
4. Response to a Crisis Situation
5. Written Behavior Program

POSITIVE PROCEDURES

Effective behavior management assumes that positive techniques are the first step to changing an inappropriate behavior. These techniques are designed to increase appropriate behaviors which are incompatible with the inappropriate behavior. See Appendix A for a list of positive behavior management techniques.

Often, inappropriate behaviors result from the inadequate use of positive procedures. This supports the importance and necessity of using these positive techniques in decelerating inappropriate behaviors as well as in increasing and maintaining appropriate behaviors.

The use of positive management techniques can be maximized by:

1. Combining several techniques

2. Selecting a more powerful reinforcer

3. Increasing the reinforcement schedule

4. Using a variety of reinforcers

If a teacher has difficulty in selecting positive techniques that may prove effective in decelerating inappropriate behavior, personnel designated by the program administrator should be consulted for suggestions.

Positive procedures must be shown to be ineffective before any aversive technique can be implemented and must remain an integral part of <u>any</u> program. It should be noted that aversive techniques are most effective when implemented in a highly positive environment.

IGNORING AND CORRECTION PROCEDURE

Some inappropriate behaviors are dealt with most effectively by systematically ignoring the inappropriate behavior while reinforcing appropriate incompatible behaviors. Systematically ignoring is defined as: not talking to the student; not looking at the student; not showing any physical expression of disapproval; not discussing the student's behavior in front of him.

A standard correction procedure for dealing with noncompliance includes the following four components:

1. Negative feedback, e.g., "no", "try again", "that's not right"

2. Restate the instruction

3. Give the appropriate level of assistance to insure the <u>completion</u> of the task

   (Note: this assistance may take the form of verbal prompts, modeling or complete physical guidance.)

   Physical assistance should only be for the purpose of redirection, never causing physical discomfort. The application of significant pressure to any part of the student's body is a physical punisher and not physical assistance.

4. Positive feedback relating to the completion of the instruction, e.g., "thank you, you did what I asked"

   (Note: this positive feedback should be mild since assistance was given.)

This correction procedure is most effective when given immediately upon noncompliance rather than after repeated cues. An example of this correction procedure that might be used for a student's refusal to "sit down" is:

"No, John. Sit down." Physically assist John to sit.

"Good. That's what I wanted you to do."

RULES OF THUMB

"Rules of Thumb" techniques can be used for specified low frequency behaviors which occur no more than 3-5 times a day. When using Rules of Thumb the teacher is expected to select one technique for a designated behavior and to post the following information in an observable place in the classroom:

1. Student's name

2. Specified behavior, e.g., throwing materials on the floor

3. The specific Rule of Thumb technique to be used, e.g., head down for one minute

This should insure consistency in responding to the student's inappropriate behaviors by all classroom staff.

See Appendix B for acceptable techniques. It is the teacher's responsibility, with the parent, to exclude any technique which may be harmful to a student.

If any of these techniques are used more frequently than 3-5 times a day for a specified behavior, frequency data must be collected daily to help in determining the effectiveness of the technique. This data should be submitted for monitoring to the personnel designated by the program administrator.

RESPONSE TO A CRISIS SITUATION

If an unexpected behavior of a student is such that it physically endangers the student, other students or classroom staff, the staff may take whatever action is necessary to terminate that instance of the behavior. The goal of this intervention is the protection of the students and staff. Such actions may include physical restraint, holds, or swat to the hand (devices such as rulers or paddles cannot be used). The actions taken by the teacher should consider the safety of the child and must not be taken when exhausted, frustrated or angry. These extreme actions should only be used for infrequent, dangerous behaviors. It is the teacher's responsibility to notify the school office immediately. The student's behavior and teacher response must be written as an incident report. If the actions needs to be taken more than once every two weeks, a behavior management program to deal with the problem behavior must be written and parental permission obtained.

Third Party Observation

When positive procedures in conjunction with Rules of Thumb are considered ineffective, the next step in behavior management would be a third party observation to verify their failure. The third party observer shall be designated by the program administrator. From this observation it will be determined whether: 1) the modification or expansion of positive procedures and/or Rules of Thumb techniques are necessary; or 2) if aversive techniques are indicated. Prior to or during this third party observation, baseline data should be recorded to help determine the appropriate level of programming needed.

Choosing Program Options

In discussing the behavior management options available, the following categories of inappropriate behaviors will be used:

1. Socially Inappropriate - any behavior deemed unacceptable by normal social standards
2. Disruptive - any behavior interrupting educational programming of one or more students
3. Dangerous - any behavior that does real or potential physical harm to objects, self, or other people

See Appendix C for examples of each category.

In determining into which of these categories a student's inappropriate behavior is classified, the consequences of the behavior need to be considered. For example, the self-stimulatory behavior of thumb sucking could be considered Socially Inappropriate, Disruptive, or Dangerous, depending upon the severity of its consequences.

All acceptable aversive techniques have been classified into three levels:

1. Mildly Aversive (see Appendix D)
2. Moderately Aversive (see Appendix E)
3. Highly Aversive (see Appendix F)

Use of these aversive techniques is dependent upon which category the student's behavior is classified and must always ben used in conjunction with positive procedures.

When dealing with Socially Inappropriate Behaviors, Mildly Aversive techniques may be implemented if positive procedures and Rules of Thumb have been verified as being ineffective. Due to nature of the behaviors included in this category, Moderately Aversive techniques, generally, would be considered unwarranted.

For Disruptive Behaviors, Mildly Aversive techniques can be implemented when indicated by the third party observation. If the behavior is not decelerated by a given technique, modifications of this technique may be necessary or another Mildly Aversive technique tried. If the behavior still has not been reduced, as shown by the data collected, Moderately Aversive behavior management techniques can then be implemented.

The severity of the Dangerous Behavior will determine the initial treatment options. If the behavior has the potential for harm, Mildly Aversive techniques can be implemented. If these techniques are proven ineffective as indicated by the data, then Moderately Aversive techniques can be tried. If, however, the behavior causes harm, Moderately Aversive techniques can be the initial treatment choice. If at any time the behavior is causing serious harm and all Moderately Aversive techniques have been verified as ineffective, then Highly Aversive techniques may be considered. See Appendix G for a summary of the program options available for specific behavior categories.

Once the student's inappropriate behavior has been classified and the corresponding level of aversive technique determined, several appropriate options of treatment, within the level of aversity, should be selected. The teacher should consult with the personnel designated by the program administrator to help in determining these appropriate options. These options then must be presented to the parents (legal guardian or surrogate parent) for their consideration. Several options are presented because the effectiveness of a technique can only be determined after its implementation. If the parents (legal guardian or surrogate parent) give their approval, a verbal consent form (see Appendix H) must be completed and a letter of confirmation sent to the parent. The completed verbal consent form plus a duplicate of the letter of confirmation will be kept in a school file. Each of these techniques can then be implemented for a five-day trial period one at a time. These procedures must be in written form which will facilitate communication among all staff and increase the consistency of the staff's response to the student's behavior. Data must also be collected to document the use of an aversive event. This data will be monitored by the personnel designated by the program administrator. Contact with the parents (legal guardian or surrogate parent) should be maintained during these trial periods. Following the trial periods the one technique which appears to be effective in decelerating the behavior can be chosen to be submitted for written approval.

Program with Written Approval

Once a technique has been selected from the options tried, a copy of the written program must be sent to the parents (legal guardian or surrogate parent) for their written consent (see Appendix H). Returned written consent forms will be kept in a school file. (NOTE: If the surrogate parent is providing the written consent, a copy of the program must also be sent to the natural parents.)

Written permission must be renewed each year if the behavior management program is to be continued. It must be noted that written permission can be withdrawn at any time if a parent (legal guardian or surrogate parent) reconsiders the approval.

Data must be collected daily by the classroom staff and monitored weekly by the personnel designated by the program administrator. This data will indicate whether modifications of the technique are necessary. If changes are needed, revisions should be made with the personnel designated by the program administrator, and the parents (legal guardian or surrogate parent) notified. See Appendix I for a possible format of a written behavioral program.

APPENDIX A

Positive Behavior Management Techniques

1. Positive Reinforcement - presentation of a stimulus event after a response that increases the performance of the response, e.g., primary (food), tangibles (toys and activities), socials (praise, attention). NOTE: When using food as a reinforcer, dietary considerations must be noted.

2. Reinforcer Menu - presentation of a choice of positive reinforcers to a student.

3. Classroom Organization - the restructuring of the physical environment and/or classroom schedule that enhances appropriate student behavior.

    a. seating arrangements of the students
    b. a schedule that limits continuous in-seat work
    c. maximizing instructional time with varied activity to alleviate boredom

4. Redirection - an attempt to change the focus of the child's attention to an appropriate task.

5. Modeling - demonstrating desired behavior for the student by the staff or peers.

6. Prompting - use of an event (verbal or physical) to help initiate student behavior.

7. Physical Assistance - provision of manual guidance resulting in the desired student behavior.

8. Fading - the gradual withdrawal of assistance or environmental cues that are used to maintain a behavior.

9. Shaping - positively reinforcing small steps or approximations to the desired student behavior.

10. Chaining - ordering components of a response in sequence and training the student according to the step sequence. Chaining is either forward (training starts with first step of sequence and proceeds to the final step) or backward (training starts with the last step of a sequence and proceeds to the first step) depending on the method of training.

11. Feedback - giving student information about the appropriateness/ inappropriateness of his behavior.

12. Differential Attention - ignoring an inappropriate behavior while positively reinforcing an (incompatible) appropriate behavior.

13. Differential Reinforcement of Other Behavior - positively reinforce all appropriate behavior while ignoring one inappropriate behavior.

14. Token System - makes use of generalized conditioned reinforcers (points, tokens) contingent upon a variety of specific behaviors. These tokens are exchanged for other positive reinforcers.

15. Contingency Contracting - an agreement between teacher and student which specifies consequences of a student behavior.

APPENDIX B

Rules of Thumb Techniques

1. Turn student away from activity for approximately one minute.

2. Withhold reinforcement for inappropriate behavior, i.e., extinction.

3. Cue student to put head down, for approximately one minute (head is not to be held down).

4. Use a firm controlled loud reprimand (should be short and concise) e.g., "stop", "no", "(student's name)".

5. Redirect head toward task against mild resistance (does not include applying pressure).

6. Remove food or other forbidden items from mouth.

7. Make loud noise for startle effect, e.g., slap table, clap hands.

8. Hold hands in lap or on table for approximately one minute.

9. Remove earned reinforcer from student's possession, e.g. loss of activity, loss of token, loss of free time. (Note: Student cannot be excluded from lunch.)

APPENDIX C

Behavior Categories

1. Socially Inappropriate Behavior - any behavior deemed unacceptable by normal social standards.

    a. indiscriminate affection

    b. age inappropriate behavior

    c. unnecessary delays

    d. self-stimulation - e.g., public masturbation

2. Disruptive Behavior - any behavior interrupting educational programming of one or more students.

    a. self-indulgent behavior - child "doing his own thing" or attention seeking behavior, e.g., cry, pout, sulk, repetitive behavior designed to irritate

    b. non-compliance - child refuses to do a task, does it sloppily, or must be nagged

    c. self-stimulation - repetitive behavior that blocks other appropriate stimulation affecting learning

3. Dangerous Behavior - any behavior that does real or potential physical harm to objects, self or other people.

    a. running out of classroom or building, thus risking injury

    b. aggression

    c. aggression with objects

    d. self abuse

APPENDIX D

Mildly Aversive Behavior Management Techniques

1. Time-Out (I) - The removal of a student from a reinforcing situation to a specified area contingent upon an inappropriate behavior. The student may be placed in the corner, behind a partition or in a chair with an attached tray; does not include a time-out booth or time-out room. If this time-out period, for any reason, exceeds five minutes, it is no longer considered Mildly Aversive.

2. Overcorrection (I) - Student must make up for the consequences of his inappropriate behavior (restitution) and practice repeatedly overly correct forms of a behavior related to the inappropriate behavior (positive practice).

   Note: This procedure can only be used when the student can physically correct the environment, e.g., repeatedly washing out wet pants or picking up thrown materials.

3. Delaying meals contingent upon inappropriate student behavior. Note: the student cannot be denied lunch.

4. Negative consequences contingent upon inappropriate behavior - presentation of mildly aversive event contingent upon inappropriate behavior which involved a slight physical discomfort.

   a. water mist
   b. head held down, no longer than <u>one</u> minute NOTE: If a student's resistance exceeds one minute then this technique is not appropriate because of the risk of injury.
   c. unpleasant taste solutions - includes only edible substances, e.g., vinegar, lemon juice or lime juice

Moderately Aversive Behavior Management Techniques

1. Time-Out (II) - Removal of a student from a reinforcing situation contingent upon inappropriate behavior:

   a. removal to a specified area as designated in time-out (I) which exceeds five minutes
   b. removal to a standing table, time-out booth or time-out room

   For each student the length of time-out will vary in its aversiveness. For some students, one minute is sufficient, but generally, five minutes is an acceptable period of time. A necessary component of all time-out situations is the student being quiet for a specified period of time immediately prior to the discontinuation of the time-out. If this criterion of quiet is not met within five minutes, the criterion must be readjusted as the total time increases. The following is an accepted guide to readjusting the time requirements:

Total Time-Out	Quiet Time Required
5 minutes	1 minute
6 minutes	30 seconds
7 minutes	15 seconds
8 minutes	10 seconds
9 minutes	5 seconds
10-15 minutes	1 second

   The time-out period should not exceed 15 minutes; a longer period usually suggests that time-out is not a desireable procedure for that behavior.

2. Overcorrection (II) - The repetition of overly correct forms of a behavior for an aversive period of time (2-5 minutes). This procedure is used for those behaviors (e.g., aggression, self-abuse) for which no restitution may be possible. Therefore, only the positive practice component is used, which generally involves the contrived physical movement of a specified body part.

3. Satiation - The student is required to engage in a behavior related to the inappropriate behavior for an extended period of time until it becomes aversive. The data must reflect the total number of events or amount of time spent in the satiation procedure. For example, a student who tears clothes would be made to tear rags for an extended period of time.

4. Restraint (I) - The limitation of a student's body movement contingent upon inappropriate behavior. Includes the use of physical restraint (e.g., holding a student's arms at side, straddling a student's body) or mechanical restraints (e.g., straps or other movement-limiting device). Remember to always consider the student's safety when using a restraint procedure. If a student responds to a restraint procedure in such a matter that an "all-out" physical struggle ensues, it should be realized that this procedure is considered Highly Aversive.

   This technique is only successful if the functioning level of the student allows him to understand the contingency between the behavior and the punishment.

APPENDIX F

Highly Aversive Behavior Management Techniques

The following techniques would not be considered except for extremely dangerous behaviors. These techniques are forms of physical punishment which involve more than slight physical discomfort and can only be used for behaviors categorized as Dangerous Behaviors:

1. Paddling - use of a paddle applied with force to the student's buttocks.

   RESTRICTION: This procedure can only be used with a student whose functioning level allows him to understand the contingency between his behavior and the punishment, despite the inherent procedural delay.

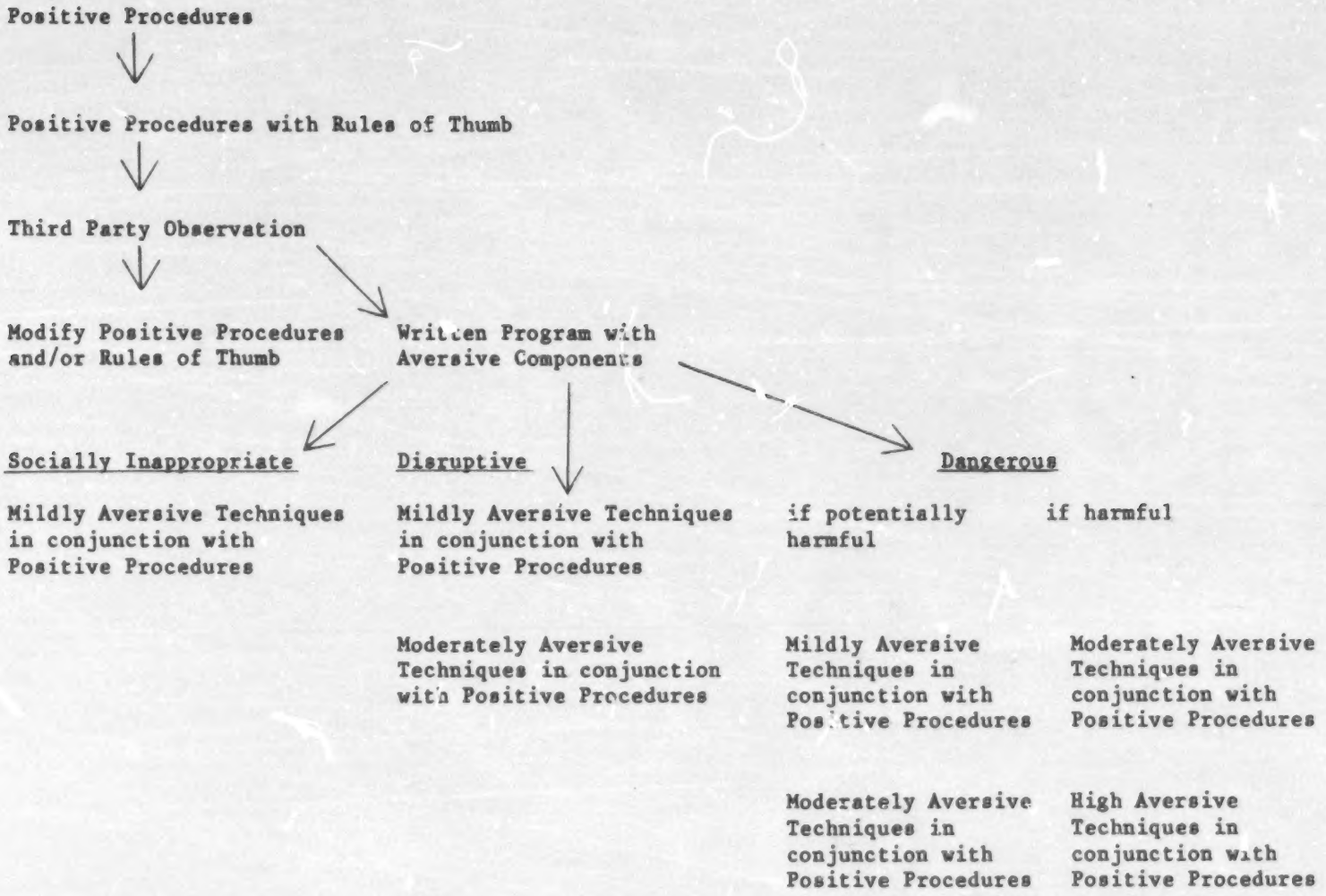
   The following are the guidelines for paddling a student according to section 6214 of the South Bend Community School Corporation School Policy Manual:

   > "If [paddling] seems necessary, it must be reasonable. In severity it should fit the child, not the offense. It may be administered preferably by the principal or designee, with the teacher present, or by the teacher in the presence of the principal, his designee or another teacher, but not in the presence of other children. In cases where [paddling] is used, a written report shall be submitted to the principal of that building. This report shall include: the pupil's name, the date, the name of the person administering it, the name of the witness, and the reason for [paddling]. The principal shall report to the Superintendent in writing any cases of [paddling].

2. Restraint (II) - Any restraint which when applied results in a physical struggle. When a physical struggle is involved with a restraint procedure it should be realized that the restraint has become a protective action rather than a decelerative technique. Therefore, in addition to the restraint technique, other behavior management techniques should be employed in attempting to decrease the inappropriate behavior. Because of the increased risk to staff and student, each occurrance needs to be fully described in an incident report and submitted to the program administrator. Since frustration can easily arise in this type of physical struggle, each staff member should feel free to call for help or relief at any time to prevent loss of control in this situation.

APPENDIX G

Schematics of Behavior Programming


Positive Procedures
Positive Procedures with Rules of Thumb
Third Party Observation
Modify Positive Procedures and/or Rules of Thumb
Written Program with Aversive Components
Socially Inappropriate
Disruptive
Dangerous
Mildly Aversive Techniques in conjunction with Positive Procedures
Mildly Aversive Techniques in conjunction with Positive Procedures
Moderately Aversive Techniques in conjunction with Positive Procedures
if potentially harmful
if harmful
Mildly Aversive Techniques in conjunction with Positive Procedures
Moderately Aversive Techniques in conjunction with Positive Procedures
Moderately Aversive Techniques in conjunction with Positive Procedures
High Aversive Techniques in conjunction with Positive Procedures

APPENDIX H

Consent Forms

Verbal Consent Documentation

Student:_____ Person Contacted:_____

School:_____ Date:_____

Target Behavior:_____

Approved Program Options:_____

_____

_____

_____
(teacher's signature)

****

Written Consent Form

Student:_____ Target Behavior:_____

School:_____ Approved Technique:_____

_____

I give my approval of the methods described on the behavior program sheet and allow them to be used with my child. I understand these methods and give my permission for their use with the assurance that I can withdraw permission at any time.

_____ _____
(Parent/Date) (Teacher/Date)

_____ _____
(Parent/Date) (Program Administrator/Date)

_____
(Behavior Consultant/Date)

APPENDIX I

Behavior Program Form

Student_____ Program_____ Teacher_____

Target Behavior (appropriate or inappropriate)
Describe the behavior fully; describe all the details of what you <u>see</u> the student doing. Could someone else walk into your classroom and from your behavior description know when the behavior was occurring and thus know when to implement your program?!

Data Collection Method: 1) Specify method (e.g., frequency, duration, interval)
2) specify whether time sample or all day
3) If time sample, specify length of time and time of day it occurs

Date	When behavior occurs do this:	When behavior does not occur do this:
Specify date program was first implemented and specify dates of any program changes.	1) This section directly relates to the above described TARGET BEHAVIOR, whether appropriate or inappropriate. 2) The "behavior category" will determine the aversive techniques that are available. 3) Describe what to do for every aspect of the TARGET BEHAVIOR, e.g., a tantrum may involve several behaviors. 4) State what you SAY (or don't say) and what you DO. 5) If you say something and expect compliance, state what you do if he complies and what to do if he does not comply. 6) Specify duration of treatment procedure, if applicable. 7) Specify any special instructions of what to do after the treatment procedure has been implemented, e.g., "Return student to previous activity and reinforce for any signs of compliance".	1) State what to SAY and/or DO. 2) Specify type of reinforcer to be used, i.e., social, primary, or tangible. 3) List specific reinforcer(s) or choices of reinforcers to be used, if appropriate. 4) Set up "schedule of reinforcement", e.g., reinforce every one-half hour of non-aggression (rather than reinforce <u>when</u> not aggressive). a) This schedule of reinforcement is determined from the baseline data. Reinforcement should occur more often than the average time between behavior occurrence. b) If reinforcement is occurring at a high frequency, specify how the schedule will be maintained, e.g., kitchen timer.

Terminal Objective: <u>Acceptable</u> level of the behavior, e.g., 80% compliant.

Dates / Days	(Specify days)				Total (freq/dur)	Daily Avg. (freq/dur)	Amount of Change
Baseline							
1) (Weeks of treatment. Specify dates in the spaces.)							
2)							
3)							

Comments, Overview of Program

MODEL FORM

INFORMED CONSENT FOR AVERSIVE INTERVENTION PROCEDURES

Name:
Birthdate:
Placement:
Teacher:
Principal:

I. Description of behavior to be modified (described in behavioral, specific terminology)

II. Description of intervention procedures that have already been implemented (state procedure and outcome)

III. Description of other alternatives

IV. Justification for use of aversive/punishing intervention techniques (reference research, resources, parental and professional concerns)

V. Description of aversive treatment procedures

VI. Description of possible side effects

VII. Describe any special precautions to be used in implementing treatment procedures (e.g. special supervision)

VIII. Data recording procedures (include baseline data)

IX. Expected behavioral outcome (include time limit for reevaluation of technique and expected time for intervention to be effective)

X. List persons who will implement intervention procedures (name and responsibility)

XI. Informed Consent

1. As legal guardian for this student, I _____
Name of Legal Guardian
hereby consent to the use of the intervention procedures described on the previous pages in the program of SAME.

2. I acknowledge that no guarantees have been made to me regarding the results of this intervention.

3. I understand that within the scope of this intervention there is no intent to cause detrimental side effects to the student.

4. I also understand that the intervention described above will be closely monitored and supervised and in the event of the observation of any detrimental side effects which might be injurious to the student (see VI above), the intervention procedures will be immediately terminated. I further understand that the decision to terminate may be made either by myself or by the teacher. However, normally the decision will be made jointly.

5. This form has been fully explained to me and I certify that I understand its contents. Signature of person legally authorized to consent for student:

_____

Address _____

City and State _____

Relationship _____

_____
(Date)

XII. Case conference committee

Reference: Cook, J.W., Altman, K., Haavik, S. Consent for Aversive Treatment: A Model Form. Mental Retardation, Vol. 16, No. 1, 1978, pages 47-51.

SAMPLE

ADMINISTRATIVE GUIDELINES FOR USE OF TIME-OUT AREAS

In an effort to discover common definition elements, a number of theories from both the psychological and educational fields were reviewed by Administrative Personnel. Three classes of definition evolved from this review:

1. Behavioral Definition - Behavioral Psychologists view time-out as a procedure to reduce undesirable behaviors by withdrawing opportunities for reinforcement of the undesirable behaviors.

2. Cooling-Off Definition - This concept of time-out comes from the Crisis Intervention or life space interview approach to behavior. When a student is experiencing stress in school, a time-out or time-out area is used to help cope with the problem, either alone or with a helping adult.

3. Unspecified Definition - This definition combines the withdrawal reinforcement and problem sorting of definitions 1 and 2 with adaptations.

Example of the behaviorist's view of the use of a Time-Out Area:

Behaviorists view time-out as a mild form of punishment which involves withdrawing reinforcement in order to weaken a particular undesirable behavior. An example of the use of the Time-Out Area is described below:

> Chris, a ten year old boy in the fifth grade, disturbs others in the class, does not complete his assigned work and must have directions repeated over and over. He exhibits many behaviors his teacher would like to see eliminated but two behaviors in particular: (1) hitting other children and adults and (2) tantruming when asked to do something he does not want to do. These behaviors are the most disruptive and occur often enough to disturb the rest of the class in various classroom activities. His teacher decided to use time-out after reading that its use can decrease undesirable behaviors, particularly those falling in the acting-out categories. His teacher know that one reason for the effectiveness of the time-out area was that it provided a consistent, clearly defined, structured management procedure that placed the teacher in a specific management role. She believed this role was compatible with her teaching style.

Examples of the cooling-off definition for the use of Time-Out Areas:

The cooling-off definition emphasizes two features of time-out: (1) to decrease specific inappropriate behaviors and (2) to provide an opportunity to understand the underlying emotional feelings which cause inappropriate behavior. The frequency of an inappropriate behavior is decreased by working directly on the behavior and exploring associated feelings that behavior is causing. The behavioral approach may require definition and observation of the specific target behaviors. These functions are not essential in this approach.

In the cooling-off approach, the student can voluntarily use time-out when he/she wants or needs a less stimulating environment or has an emotional outburst. In the cooling-off approach, a large part of the management in the situation is shared, as the pupil is involved in the decisionmaking with the teacher. This approach is used almost exclusively with acting-out behaviors and may be referred to as crisis intervention or as cooling off.

Crisis intervention occurs when the pupil acts out. At that time, the pupil is upset and more amenable to some assistance. If other assistance is unavailable, this would be the time for the teacher to sit with the pupil and try to discuss the concerns. Cooling-off is needed when a pupil acts out because there is too much going on in his/her environment. The pupil cannot cope with this stimulation in the surroundings and needs a chance to be less stimulated. Placement in a time-out area where pressures and excessive stimulation are not present can assist the pupil in behavior management. An illustration of this definition is shown in the following description of Bob, an eight year old student in the third grade:

> Bob has reading problems and is usually frustrated during the part of each day set aside for reading. Peer relations are also difficult for him, and when he is having a conflict with a peer, he is likely to explode, yelling, throwing books. Bob's explosions occur two or three times a week and disrupt part of the school day and part of his classmates' school day.
>
> His teacher uses a time-out area as a place where (1) Bob can go before an explosion occurs and continue his work until he feels able to handle the classroom situation again, or (2) he can go during an explosion so that the classroom disruption can be brief. When he explodes, he is immediately removed from the classroom and remains in the time-out area until he feels able to handle the classroom situation.
>
> His teacher or a school staff member is available to Bob at these times to help him sort out problems and develop ways of coping with the problem situations. The teacher and other school personnel who work with Bob are continually evaluating their availability to him so that the attention they provide does not become a reinforcement for the explosive behavior.

After reviewing these two definitions: first, the behavioral definition and secondly, the cooling-off definition, it is the consensus of this committee that both definitions are applicable with specific students at various times, and would recommend the consideration of both approaches as accurate ways to work with individual students. Subscribing to any one definition is a matter of personal preference.

It is essential to recognize that students do generate serious disruptions and exhibit inappropriate behaviors that are best managed by using a time-out procedure. Implementing any time-out approach requires the following steps.

1. Identifying the serious behaviors.

2. Immediately placing the pupil in the designated time-out area.

3. Monitoring the actual time in the time-out area.

4. Conducting an appropriate procedure for returning the pupil to the regular class routine.

5. Evaluating the effect of the time-out procedure.

SAMPLE

STEPS FOR IMPLEMENTATION OF THE TIME-OUT AREA

1. Discuss with each of the students ahead of time which behaviors will lead to placement in a time-out area.

2. Incorporate a warning system in the time-out procedure. Use warning with a visual and verbal cue that it is the child's choice to discontinue the behavior or go to the time-out area.

3. If the child continues to display the disruptive behavior, the child will be directed to go to the time-out area. However, if the student refuses to go to the time-out area within a reasonable time interval, (5 to 10 seconds), the teacher should physically remove them to the time-out area. Keep the words as few as possible; for example, "You need to go to time-out because...". Remain calm and do not lecture, scold, or criticize the child.

4. Remind the child that, as soon as the child is calm, the timing will begin. Do not begin time-out until all deviant behavior ceases.

5. As soon as the inappropriate behavior ceases, begin timing. Keep the child in the time-out area for no longer than 10 minutes. Allow the child to return only when the child is engaging in acceptable behavior.

6. Outwardly ignore the child during time-out, and limit any positive reinforcement from other resources. Pockets may need to be emptied as well as shoes and belt removed.

7. Log the time spent in the time-out area and the behavior that precipitated the placement.

8. Remember to reinforce alternative behavior so that punished behavior will not reappear. Too often we ignore children while they are being good and only pay attention when they are acting out.

ET 99 79

SAMPLE

STAFF GUIDELINES FOR USE OF TIME-OUT AREAS

Some handicapped children may require special programs because they exhibit maladaptive or severely aggressive behavior. The programs designed to modify maladaptive behaviors must emphasize development of desirable and adaptive behaviors rather than merely elimination or suppression of undesirable behaviors. Goals relative to behavior management like other aspects of a child's individualized education program, must reflect evaluation and decision by the case conference committee. Methods utilized in behavior management must be designed so that the least restrictive means of managing are employed. In addition, special attention must be directed to assuring protection of the rights of the child. These guidelines reflect the position that time-out strategies should be systematically and carefully supervised and continuously evaluated.

1. The behaviors that result in time-out placement should be explained to students and parents.

2. The teacher will identify the reinforcement that is maintaining the child's inappropriate behavior at a given time.

3. The teacher should attempt to control the inappropriate behavior first by employing milder forms of discipline, (i.e. ignoring, contingent observation, and exclusion time-out, respectively) prior to utilizing the time-out area.

4. Documentation that mildler forms of discipline have been used are to be recorded on time-out record form.

5. The following procedure should be used for placing a student in the time-out area:

   a. Student should be given the opportunity to proceed to time-out area after receiving instruction from the teacher, or
   b. Student should be taken to the time-out area quickly and firmly with no undue attention or speeches.
   c. Student should not be given assignments during this time.
   d. Student should remain in the time-out area until the problem behavior has stopped.
   e. The student should be removed from the time-out area by the person who placed him/her there.

6. After the student has been removed the teacher will complete a time-out record form.

7. Student should be able to use the time-out area upon his own recognition of an impending problem or of a need to be isolated.

SAMPLE

TIME-OUT AREA LOG SHEETS

Teacher_____

Date	Name of Student	Reason	Total Time Spent In Time-Out Area

CLASSROOM INVENTORY

Staff Member:_____ Date:_____

Fill in this form on your classroom. Then share the form with the rest of your school staff. For example, all forms might be circulated or posted in a visible spot. Remember to label all items with your classroom number or name so that you can retrieve them if necessary for end-of-year inventory. If your building has space, you might take your "giveaways" in a central place.

1. List those items which have not been used in your classroom within the last six weeks. (Do not list items which you are getting ready to use right away.) If you will need this item in the near future, list the date when it must be returned.

2. List those items you have around your house which you can bring in for someone who might need them (magazines, paper, cloth, cards, containers, toys).

3. List those items which are needed in your classroom. Be sure to include those items you put down as "likes" of your students.

4. List those "services" which would help you to gather student "likes". For example, someone who can draw, make a tape of a song, provide an occasional visit for a student.

POSITIVE AND NEGATIVE BEHAVIOR RECORDING FORM

Name of Staff Member:_____
Date of Recording:_____

Student	Least Desirable Behavior	Most Desirable Behavior
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

(continued)

Summary of Information:

1. Go back and rank in order those least desirable behaviors. Put #1 by that behavior which bothers you the most.

2. Do two or more students show the same least desirable behavior? Think of ways in which you can economize your time by: a) training them in pairs or a group; b) planning the same program to be used in training all students; c) select a staff member who will take these students on as a regular part of the day's schedule; d) compare lists with another staff member who has listed the same problems and work together on a program plan.

3. Go back and rank the most desirable behaviors. Put #1 by that behavior which pleases you the most.

4. Do two or more children show this positive behavior? Think of ways in which these students might assist in training others to have the same behavior by: a) serving to model the behavior for another child; b) assisting another child in the behavior; c) practicing these skills as a group while you provide more intensive training to the others; d) working with a student in another classroom.

5. Compare notes with the other staff members in your classroom. It may be that the behavior most disliked by one staff member is one which another staff member does not mind so much or has a great deal of experience in. Check to see if you "see" students in the same way. Think of setting up teaching stations, with students rotating through stations and trainers, rather than your rotating among students.

6. Ask the consultants or principal or supervisor to meet with a small group of you who are experiencing the same problem behaviors.

NOTES:

POSITIVE AND NEGATIVE CONSEQUENCES RECORD FORM

Name of Teacher:_____ Date:_____

Student:	This student really dislikes:	really likes:
1.		
2.		
3.		
4.		
5.		
6.		
7		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

(continued)

Summary of Information:

1. Cross out any "dislikes" which you cannot use and feel good about. For example, whipping a child or pinching a child. Cross out any "dislikes" which are not legal for you to carry out in your school. Put "HELP" by any "dislike" which requires the assistance or presence of another person, or which requires parental permission.

2. Do several students have the same "dislike"? If so, this may help you in planning a group management procedure. With more skilled children you may want to use a group contingency.

3. Cross out any "like" which you do not feel all right about using. For example, sugar for an overweight child. Cross out any likes which are illegal for shool use. Put "HELP" by any "likes" which will require the assistance of another person or special permission from home.

4. Do several students have the same "likes"? If so, think of ways in which you might incorporate these into a group management plan. Again, you may want to use a group contingency.

   Compare notes with the possibility of adopting those "likes" which can be used by everyone working with this student.

5. Look at the list of "likes" again. Which of these can you conveniently take away from the student when (s)he responds inappropriately? Adopt these as ways to provide the students with negative consequences.

6. Compare notes with other staff members in your building who may have some of your students' "liked" items in their classroom. See if you can pool resources.

NOTES:

BEHAVIOR CATEGORIES AND DATA COLLECTION METHODS

Definitions and Examples	What to Measure	Length of Sample
1. Socially Inappropriate Behavior - any behavior deemed unacceptable by normal social standards.	Frequency	All Day
a. Indiscriminate affection		
b. Age inappropriate behavior		
c. Unnecessary delays		
d. Self-stimulation - e.g. public masturbation		
2. Mildly Disruptive Behavior - any behavior interrupting educational programming of one or more students that occurs one to five times/day and/or totals less than one hour/day		
a. self-indulgent behavior	a. Frequency and duration	All Day
b. non-compliance	b. All commands, indicating compliance and non-compliance	All Day
c. self-stimulation	c. Frequency/environment	
3. Highly Disruptive Behavior - any behavior interrupting educational programming of several students that occurs more than five times/day and/or totals more than one hour/day		
a. self-indulgent behavior	a. Frequency and duration	a. Time Sample
b. non-compliance	b. All commands, indicating compliance and non-compliance	b. Specified time period or certain number of commands
c. self-stimulation	c. Amount of time the behavior is occurring within specified time period	c. 10-30 minute time sample/environment
4. Dangerous Behavior - any behavior that does real or potential physical harm to objects, self or other people		
a. running out of classroom	a. Frequency	All Day
b. throwing objects	b. Frequency	
c. hitting students	c. Frequency and Intensity	
d. self-abuse	d. Frequency and Intensity	(Time sample, if high frequency behavior)

In addition to frequency and/or duration, the most accurate data collection includes time between occurrences.

DATA COLLECTION FORM

1	2	3	4	5	6	7
0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0

8	9	10	11	12	13	14
0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0

15	16	17	18	19	20
0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 0 0 0 0

DATE:_____ DAY:_____ Trials (+, -)

1	2	3	4	5	6	7	8	9	10

DATE:_____ DAY:_____ Trials (+, -)

1	2	3	4	5	6	7	8	9	10

DATE:_____ DAY:_____ Trials (+, -)

1	2	3	4	5	6	7	8	9	10

DATE:_____ DAY:_____ Trials (+, -)

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

21	22	23	24	25	26	27	28	29	30

Student	Program	Teacher

Target Behavior (appropriate or inappropriate)

Data Collection Method:

Date	When behavior occurs do this:	When behavior does not occur do this:

Terminal Objective:							
Dates / Days					Total (freq/dur)	Daily Avg. (freq/dur)	Amount of Change
Baseline							
1)							
2)							
3)							
4)							
5)							
6)							
7)							
8)							
9)							
10)							
11)							
12)							
13)							
14)							
15)							

Comments, Overview of Program

ECOLOGICAL PROFILE WORKSHEET

I. Assets	Liabilities
1.	1.
2.	2.
3.	3.
4.	4.

II. Points of Discordance; when does inappropriate behavior occur.

1.

2.

3.

III. Reactions to Teacher Interventions

1.

2.

3.

4.

IV. Specific Needs

1.

2.

3.

V. Recommendation

1.

2.

3.

VI. Evaluation

1.

2.

3.

PROGRAM FOR SELF-STIMULATION

STUDENT:_____ DATE PLANNED:_____

TRAINER:_____ PARENT APPROVAL (IF NEEDED) Yes No

1. Briefly describe the self-stimulating or self-mutilating that you have seen: The student does this:

2. Briefly describe the time and place in which this occurs:

   Classroom yes no Playground yes no Gym yes no Library yes no
   Bathroom yes no Cafeteria yes no Bus yes no In Hall yes no

   Any other particular location: _____

   Around any particular people: _____

   Other notes: _____

   _____

   _____

   _____

   9-10 yes no 10-11 yes no 11-12 yes no 12-1 yes no 1-2 yes no
   2-3 yes no/particularly noticeable during this time: _____

   _____

3. List one incompatible behavior for each time and location mentioned:

Time	Place	Incompatible Behavior

4. List reinforcers for these incompatible behaviors:

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YEAR END SUMMARY WORKSHEET

Name:_____ Grade:_____

Age:_____ Teacher:_____

Present Level of Performance:_____

Assets:	Liabilities:
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____

Under what conditions do inappropriate behaviors occur:

1._____

2._____

3._____

Reactions to teacher interventions:

1._____

2._____

3._____

Areas of specific needs:

1._____

2._____

3._____

Recommendations:

1._____

2._____

3._____

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